



**NORTHWOOD**  
PRIMARY SCHOOL

# **GEOGRAPHY CURRICULUM OVERVIEWS AND SEQUENCING**

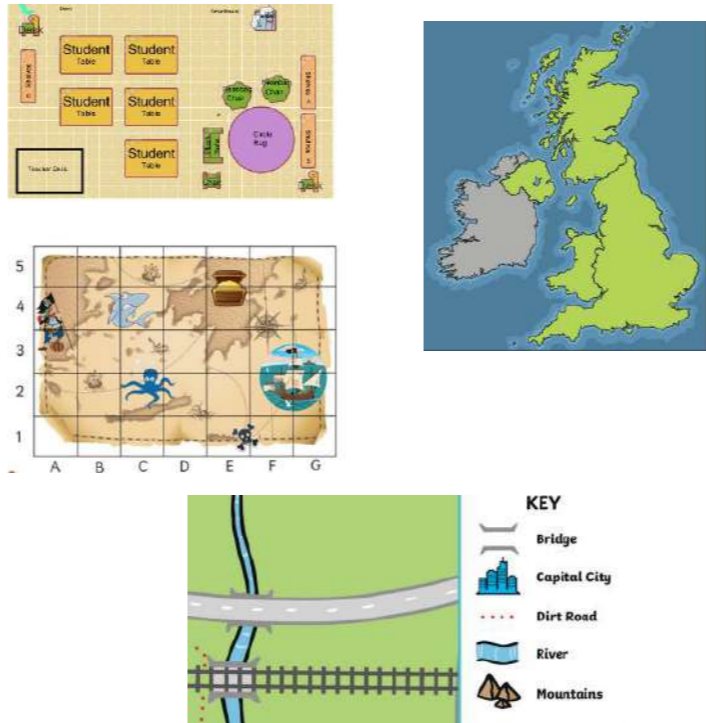
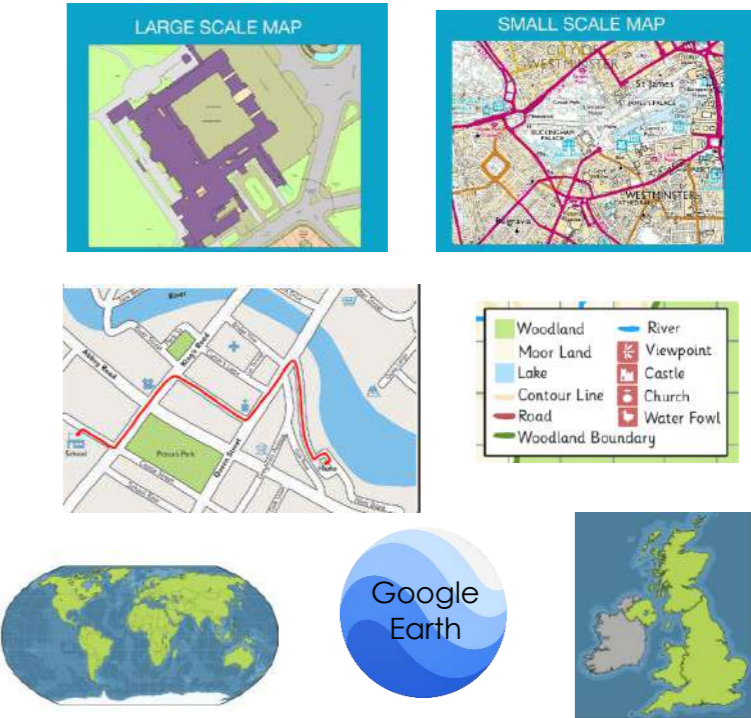
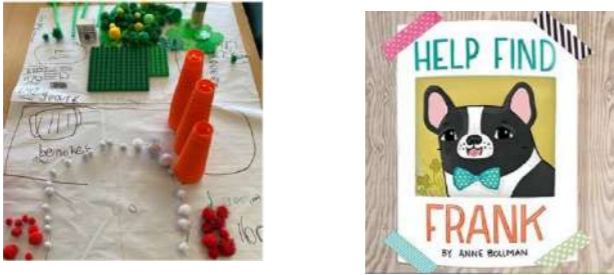

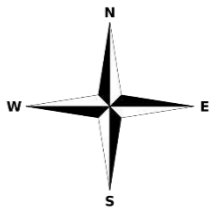
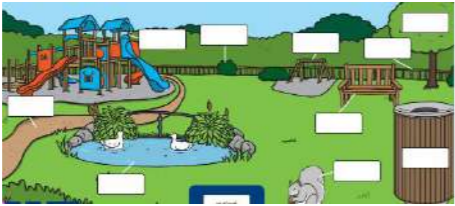
# Long Term Curriculum Plan

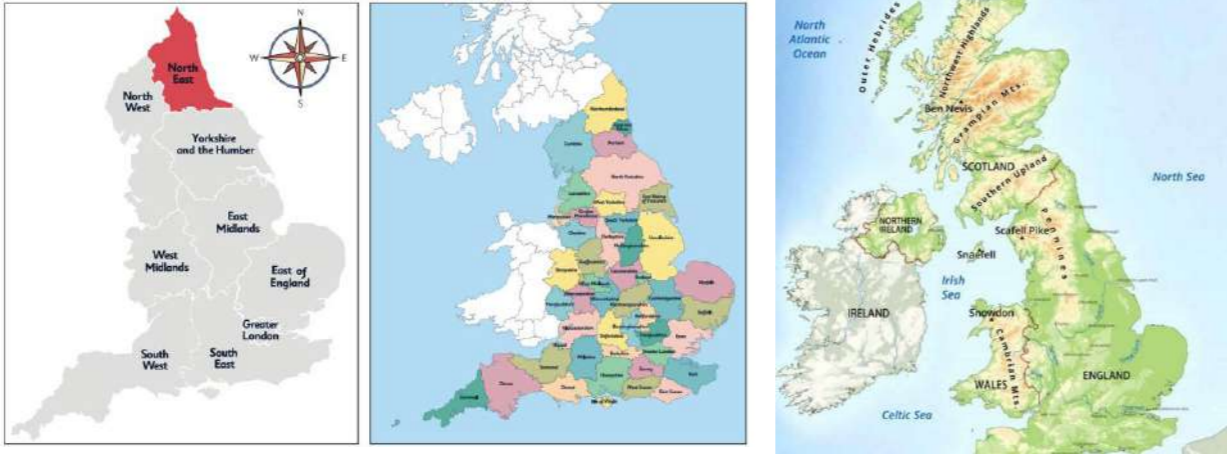



	Autumn	Spring	Summer
Nursery	<b>Marvellous Me</b> <i>Local area</i>	<b>New Life</b> <i>Fieldwork around school</i>	<b>Amazing Animals</b> <i>Farming</i> <b>It's a Wonderful World</b> <i>Simple Mapping</i>
Reception	<b>Marvellous Me</b> <i>Local area-Simple mapping of school/school grounds</i>	<b>New Life</b> <i>Physical and human features within school grounds</i>	<b>Amazing Animals</b> <i>Rainforest Animals</i> <b>It's a Wonderful World</b> <i>Location and place knowledge-Darlington and England</i>
Year 1	<b>Where in Darlington do I live?</b> <i>Own locality Knowledge</i>	<b>Where in the United Kingdom do I live?</b> <i>The United Kingdom its capital cities and surrounding seas</i>	<b>What is the difference between a town and the countryside?</b> <i>Own locality Knowledge</i>
Year 2	<b>Where in the world do I live?</b> <i>Seven continents and five oceans</i> <i>Equator and Poles</i> <i>Own locality Knowledge</i>	<b>How are places in the world different?</b> <i>Weather patterns and climate</i> <i>Equator and Poles-hot and cold areas of the world</i>	<b>What are the features of the coast?</b> <i>Own locality Knowledge</i>
Year 3	<b>What is the geography of the UK?</b> <i>Regions, Counties and Cities</i> <i>Prime Meridian</i> <i>Topographical features</i>	<b>How does the North East region of the UK compare to Greater London?</b> <i>Place knowledge- study of a region of the UK</i>	<b>Why are rivers important?</b> <i>UK rivers including the Tees</i> <i>Water cycle</i>
Year 4	<b>What is the geography of the world?</b> <i>Lines of latitude including the equator</i> <i>Lines of longitude including the Greenwich Meridian.</i> <i>Tropics of cancer and Capricorn</i>	<b>Why are mountains magnificent?</b> <i>UK mountains</i> <i>Mountain ranges</i> <i>Features of mountains</i>	<b>What is special about the Rocky Mountains?</b> <i>Place knowledge- study of a region within North America.</i>
Year 5	<b>What do maps tell us about our locality?</b> <i>Ordinance survey maps</i> <i>8 compass points</i> <i>Read and plot routes.</i>	<b>What do maps tell us about our world?</b> <i>Lines of longitude and latitude</i> <i>Using maps to locate countries and cities in Europe and around the world. Time zones</i>	<b>What is special about the Rainforests?</b> <i>Climate zones, vegetation belts, biomes. Compare tropical rainforest biome with a local woodland forest biome.</i>
Year 6	<b>What is the geography of Europe?</b> <i>Physical and human features</i> <i>Climate and migration</i>	<b>Why is Iceland known as the land of fire and ice?</b> <i>Place knowledge- study of a region within a European country-which region of Iceland has the most volcanoes. Volcanoes and Earthquakes.</i>	<b>How are the Earth's natural resources distributed?</b> <i>Human geography: economic activity including trade links and the distribution of natural resources energy, food, minerals and water.</i>








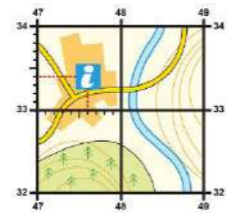
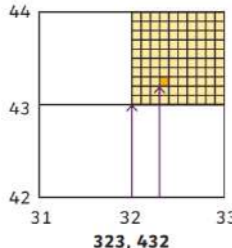
# Key Substantive Concepts and Knowledge

	LOCATION	PLACES AND REGIONS	HUMAN-ENVIRONMENT INTERACTION
<b>Nursery</b>	<ul style="list-style-type: none"> <li>- They live in Darlington</li> <li>- Northwood Primary School is in Darlington.</li> <li>- Darlington is in England.</li> </ul>	<ul style="list-style-type: none"> <li>- Name places that they have visited in their local area.</li> <li>- A farm is a place where animals live and food is grown.</li> <li>- There are farms in Darlington.</li> </ul>	<ul style="list-style-type: none"> <li>- People depend on farms for food.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>- The live in Darlington.</li> <li>- Darlington is in England.</li> <li>- London is a city in England.</li> <li>- The amazon rainforest is in South America.</li> </ul>	<ul style="list-style-type: none"> <li>- Name special places in Darlington like the Railway Museum and Station.</li> <li>- The amazon rainforest is a tropical rainforest.</li> <li>- It is home to lots of animals, plants and trees.</li> <li>- It has a rainy season and a warm season.</li> </ul>	<ul style="list-style-type: none"> <li>- The railways have grown because people need them to travel and to transport goods.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>- Darlington is a town in England and England is part of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>- The United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland and each country has its own capital city: London, Edinburgh, Cardiff and Belfast.</li> <li>- There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel.</li> <li>- The UK has warm summers and cool winters. January and February are the coldest months and July and August are the warmest months. In the UK it rains throughout the entire year.</li> </ul>	<ul style="list-style-type: none"> <li>- There are less people living in the countryside so therefore less houses; villages are often located there.</li> <li>- A town is larger than a village and more people live there so they need more homes and shops.</li> <li>-</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>- The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun.</li> <li>- The equator marks the different parts of the Earth: the northern and southern hemisphere.</li> <li>- The United Kingdom is located within the continent of Europe.</li> <li>- Europe and therefore the United Kingdom are in the Northern Hemisphere.</li> <li>- Durham is a city in the country of England, which is located in the Northern Hemisphere, North of the Equator.</li> <li>- Rio De Janeiro is a city in the country of Brazil which is located in the Southern Hemisphere, South of the Equator.</li> </ul>	<ul style="list-style-type: none"> <li>- The names of the world's seven continents.</li> <li>- The names of the world's five oceans.</li> <li>- Weather is what it is like outside each day, whereas climate is worked out by looking at weather patterns in one area over a long time.</li> <li>- The United Kingdom has a temperate climate which means it has four seasons with cool winters and warm summers. Rio De Janeiro has a tropical climate which means that it is hot all year round but also very wet.</li> <li>- There are many beaches in each country of the United Kingdom, including England.</li> <li>- Cliffs, rocks, sea, sand and grass are all physical features that might be found at the seaside.</li> <li>- Harbours, piers, shops, funfair, cable car/cliff lift and lifeguard stations are all human features that might be found at the seaside.</li> </ul>	<ul style="list-style-type: none"> <li>- More people went on holiday to seaside resorts in the UK in the past because it was too expensive to fly abroad and the railways had expanded. Beaches were cleaner in the past because there was less packaging from food and snacks.</li> <li>- Protecting our sea, beaches and coastlines is very important to the future of the planet.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- Darlington is in the North-East of England and England is part of the United Kingdom, Great Britain and the British Isles.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- There are 9 regions of England: Greater London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West. Wales, Scotland and Northern Ireland are individual regions.</li> <li>- A county is a smaller area of England and contains many towns and villages.</li> <li>- Regions within the United Kingdom have different human and physical features and therefore use land in different ways.</li> <li>- Over half the land in the United Kingdom is farmland and only one-tenth of the UK is urban.</li> <li>- A river is a moving body of water that drains the land.</li> <li>- There are hundreds of rivers and streams across the UK. The River Severn and the River Thames are the longest rivers in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>- A city is larger than a town and usually has a high concentration of buildings and is home to many people.</li> <li>- Land can be used in different ways: natural land (open land and forests); built on land (towns and cities); farmland.</li> <li>- Urban areas are towns or cities where many people live and work. There are more houses, buildings, roads and other human-made features.</li> <li>- Rural areas are places where there are more natural spaces and fewer people. You would find more farmland, forests and open land.</li> <li>- Major towns and cities are along the route of rivers like these, this is because historically people built settlements near to rivers for easy access to water.</li> <li>- Rivers are home to a whole host of plant and animal species. People love to live near rivers too but floods can be a problem; river defences are built to reduce the risk.</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>- World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world.</li> <li>- The Equator is at the centre of lines of latitude and is at 0° latitude.</li> <li>- The Tropic of Cancer is a line of latitude above the equator and the Tropic of Capricorn is a line of latitude below the equator.</li> <li>- The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole.</li> <li>- Mountains are often located together in a group called a mountain range. The highest mountains in the UK are: <b>Ben Nevis</b> in Scotland (also the highest in the UK) <b>Scafell Pike</b> in England <b>Slieve Donard</b> in Northern Ireland <b>Snowdon</b> in Wales.</li> <li>- North America is the third largest continent in the world and located in the Northern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>- Both the Arctic and Antarctic Circle are very cold all year round.</li> <li>- Places near the Equator are hot all year round, but places further away such as the UK are cooler, as they receive less sunlight.</li> <li>- Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high.</li> <li>- The climate is very cold in the North of North America, near the Arctic Circle however, it is very warm in the South close to the Equator.</li> <li>- There are five environmental regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean.</li> <li>- The Rocky Mountains are part of The Mountainous West and are North America's largest range.</li> <li>- Biomes are areas of the planet with similar climates, landscapes, animals and plants.</li> <li>- There are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra.</li> </ul>	<ul style="list-style-type: none"> <li>- The Rocky Mountains are an important habitat for a great deal of wildlife. The Rockies are also rich in minerals. Mines provide copper, gold, silver, lead, and zinc. There are also supplies of oil, natural gas, and coal.</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>- Ordnance survey is Britain's mapping agency.</li> <li>- Landscape features and places (both human and physical) can be located on an Ordnance survey map through the use of grid references and grid squares.</li> <li>- Invisible lines of latitude and longitude form a grid over the Earth. These lines help to create a coordinate to locate a place accurately.</li> <li>- Time is different depending on where you are located within the world.</li> <li>- Tropical rainforests lie along the equator, mainly between the Tropics of Cancer and Capricorn.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Ordnance survey uses different shapes, colours and symbols to show roads, buildings, rivers and other features of a landscape.</li> <li>- As latitude increases towards the north or south away from the equator, then temperatures become cooler. This is because as latitude increases, the Sun's rays are shining on the planet less directly.</li> <li>- This creates three main climate zones across our planet:</li> <li>- Polar-within the Arctic and Antarctic circles-much colder as receive least sun exposure.</li> <li>- Temperate-areas between tropical and polar-experience a wide variety in climate and usually have 4 seasons.</li> <li>- Tropical-from the Equator to the tropics-receives most sun exposure so hot all year round.</li> <li>- A rainforest is a tall, dense forest that receives lots of rain every year. There are two types of rainforests: tropical rainforests and temperate rainforests.</li> <li>- Different plants and animals can be found living within the different layers of the rainforest. They have different physical features that enable them to survive in a particular area of the rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>- Deforestation is the removal of trees. It fuels climate change and threatens the health of the whole planet.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>- Europe is the second-smallest continent and is located in the Northern Hemisphere.</li> <li>- It is above the Equator and the very north of the continent is within the arctic circle.</li> <li>- It has over 40 countries located within it.</li> </ul>	<ul style="list-style-type: none"> <li>- Europe's largest river is the Volga, which flows through Russia; its second largest river is the Danube, which flows through ten countries. The Alps mountain range also spans across eight different countries in Europe.</li> <li>- Europe has a high population density compared to other continents; this means it has a high number of people per square km of land.</li> <li>- There are five different categories of climate zone: tropical, desert, temperate, continental and polar. Much of Europe has a temperate climate, meaning there are warm summers and colder winters. Some Northern areas have a polar climate and some southern areas have a much warmer climate.</li> <li>- The Earth is made up of different layers; the crust (together with the upper layer of the mantle) is made up of different pieces called tectonic plates. Earthquakes are caused when the Earth's tectonic plates slide together or move apart.</li> <li>- A volcano is an opening in the Earth's crust that allows magma, hot ashes and gases to escape. Most volcanic eruptions are caused by tectonic plates moving towards each other.</li> <li>- Every place on Earth has its own unique group of natural resources. Some countries have lots of oil or diamonds. Natural resources are distributed on the Earth unevenly, which means that there are different amounts of them in different places.</li> <li>- The economy is crucial to a country and the people that live in it. It is how much money a country generates by making and selling goods and services. It determines how much people will pay for things and how much money they will pay in taxes</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- There is a link between the food grown in a country, as well as other forms of economic activity, and its climate and topography.</li> <li>- Migration of humans is the seasonal or long-term movement of humans from one area of the Earth to another. People choose to move within and between countries for both economic, social and physical reasons.</li> <li>- The benefits of volcanic eruptions on the economy of a country due to tourism and the natural resources that they can lead to e.g. geothermal heat.</li> <li>- How living things, including humans adapt in order to live in places near to active volcanoes.</li> <li>- A natural resource is something that is found in nature and can be used by people.</li> <li>- Trade is an agreement between two countries to buy and sell goods. Fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source, to help them to improve their social and environmental situations.</li> <li>- Natural resources that are limited and will run out eventually are known as non-renewable. Other natural resources can be replaced and these are known as renewable.</li> <li>- Extractions of natural resources can have a negative impact on the environment through pollution, deforestation, climate change and soil degradation.</li> </ul>

MAPPING SKILLS OVERVIEW			
	EYFS	YEAR ONE	YEAR TWO
EXAMPLE MAPS AND PLANS	<p>In planning provision consider the following points:</p> <ul style="list-style-type: none"> <li>Frequent familiarity with a range of maps: children talk about them, find places, journeys, holidays and use them to orient themselves.</li> <li>Frequent walks, growing familiarity with the local area. Children experience and learn about the local area through careful and repeated observation.</li> <li>On walks, talk about and notice/and or record landmarks. Ask children to identify landmarks they like and think matter. Stop to take photographs, sketch, map and ask questions.</li> <li>Use all the senses on frequent excursions and allow children time to explore. Sensorimotor skills matter on maps to young children.</li> <li>Encourage the use of landmarks in describing where something is located e.g. next to that large oak tree.</li> <li>Use relational language to help children describe 'where'.</li> <li>Provide opportunities for group maps so that children have to discuss and agree where to put things.</li> <li>Provide opportunities for children to represent their spatial knowledge through maps. Each time they do this, their ability in map-making increases.</li> </ul>	<p>Devise simple maps and plans and use and construct basic symbols in a key.</p> 	<p>Devise simple maps adding own detail such as photographs and use and construct basic symbols in a key. Use simple maps to plan and describe routes.</p> 
POSITION AND DIRECTION		<p>There are four main compass points that are used to navigate direction: North, South, East and West.</p> 	<p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features on a map.</p> 
KEY IDEAS		<ul style="list-style-type: none"> <li>Maps and plans are views from above or a 'bird's eye view' of a place and use symbols.</li> <li>Maps and plans show the distance between places or objects accurately, through using a map scale.</li> <li>They can be drawn at different levels of detail: from positions of objects in a room (a plan) to the location of countries, continents and oceans in the world (world map).</li> </ul>	<ul style="list-style-type: none"> <li>A map of the school grounds is a 'smaller scale' map than the map of a classroom as it shows a larger space at a lower level of detail.</li> <li>Using a map scale means the distance between places is shown accurately.</li> <li>Map symbols are used to represent human and physical features of the landscape. Map keys show what each symbol means.</li> <li>An aerial photo is a photograph from above. They help people to draw maps more accurately.</li> </ul>

MAPPING SKILLS OVERVIEW		
	YEAR THREE	YEAR FOUR
EXAMPLE MAPS AND PLANS	<p>Use maps to develop knowledge of the United Kingdom and The British Isles. Use maps to identify geographical features of regions studied.</p> 	<p>Use ordnance survey maps to identify physical features such as mountains and to learn more about the local area. Use world maps to study human and physical features of North</p> 
	<p>Use the eight points of a compass, letter/number co-ordinates, symbols and keys to build their knowledge of location.</p> 	<p>Use the eight points of a compass, four figure grid references and OS symbols to build their knowledge of location and place.</p> 
KEY IDEAS	<ul style="list-style-type: none"> <li>There are many different types of maps, which can be used for different purposes. Most types of maps have evenly spaced horizontal and vertical lines that form a grid.</li> <li>These grid lines enable us to locate a place or feature precisely on a map. Some maps have letters along the top and numbers down the side, forming an alphanumeric grid that can be used to identify a grid square and locate places, e.g. those listed in the index of an atlas</li> <li>Ordnance survey is Britain's mapping agency; Ordnance Survey uses different shapes, colours and symbols to show all the roads, buildings, rivers and other features of a landscape.</li> <li>Rivers and streams are shown as blue lines. The width of the line is representative of the watercourse width (if the width of a river is more than 8 metres it is shown as two blue lines with a light blue area between).</li> </ul>	<ul style="list-style-type: none"> <li>Some maps have only numbers; four-figure grid references allow a grid square to be identified and six-figure grid references enable a particular feature to be located within it. These are called the Easting and Northing numbers.</li> <li>Ordnance survey is Britain's mapping agency; Ordnance Survey uses different shapes, colours and symbols to show all the roads, buildings, rivers and other features of a landscape.</li> <li>Contour lines are used to show high or low areas of land measured in metres above sea level.</li> <li>World maps display lines of latitude and longitude and use degrees as the unit of numbering. Lines of latitude and longitude are referred to by individuals, such as sailors and pilots, to identify exactly where they are and to help them navigate around the world.</li> </ul>

MAPPING SKILLS OVERVIEW																																																							
	YEAR FIVE	YEAR SIX																																																					
EXAMPLE MAPS AND PLANS	<p>Use maps to locate European cities and to build knowledge of places within Europe. Use maps to identify physical and human features of tropical and temperate forests on more than one scale.</p> <div></div>	<p>Use maps of Europe to identify countries with active volcanoes. Use maps to build knowledge of Europe, England and Iceland. Use world maps to identify trade links.</p> <div></div>																																																					
	<p>Use six-figure grid references to locate places in England. Use lines of latitude and longitude to locate countries and cities in Europe.</p> <div></div>	<p>Use lines of latitude and longitude to locate active volcanoes in European countries.</p> <table><tr><td>Krakatoa</td><td>6°S</td><td>104°E</td><td>Mount Fuji</td><td>35°N</td><td>138°E</td><td>Mount Vesuvius</td><td>40°N</td><td>14°E</td></tr><tr><td>Mount St Helens</td><td>46°N</td><td>122°W</td><td>Mount Tambora</td><td>8°S</td><td>117°E</td><td>Mouna Loa</td><td>19°N</td><td>155°W</td></tr><tr><td>Eyjafjallajökull</td><td>63°N</td><td>19°W</td><td>Mount Pelée</td><td>14°N</td><td>61°W</td><td>Thira</td><td>36°N</td><td>25°E</td></tr><tr><td>Nevado del Ruiz</td><td>4°N</td><td>75°W</td><td>Pinotubo</td><td>15°N</td><td>120°E</td><td>Stromboli</td><td>38°N</td><td>12°E</td></tr><tr><td>Aconcagua</td><td>32°S</td><td>70°W</td><td>Paricutin</td><td>19°N</td><td>102°W</td><td>Cotopaxi</td><td>0°S</td><td>78°W</td></tr><tr><td>Hekla</td><td>63°N</td><td>19°W</td><td>Mount Etna</td><td>37°N</td><td>14°E</td><td>Kawah Ijen</td><td>8°S</td><td>115°E</td></tr></table>	Krakatoa	6°S	104°E	Mount Fuji	35°N	138°E	Mount Vesuvius	40°N	14°E	Mount St Helens	46°N	122°W	Mount Tambora	8°S	117°E	Mouna Loa	19°N	155°W	Eyjafjallajökull	63°N	19°W	Mount Pelée	14°N	61°W	Thira	36°N	25°E	Nevado del Ruiz	4°N	75°W	Pinotubo	15°N	120°E	Stromboli	38°N	12°E	Aconcagua	32°S	70°W	Paricutin	19°N	102°W	Cotopaxi	0°S	78°W	Hekla	63°N	19°W	Mount Etna	37°N	14°E	Kawah Ijen	8°S
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KEY IDEAS	<ul style="list-style-type: none"><li>Grid references can be made even more specific by adding an extra digit to both the Easting and Northing numbers. These are called six-figure grid references. The ‘Eastings’ and ‘Northings’ are the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northing. Landscape features and places (both human and physical) can be located on an Ordnance Survey map through the use of grid references and grid squares.</li><li>Being able to measure the distance between two points on a map is very important, because calculating distance in real life gives an indication of how long journeys will take.</li><li>Ordnance survey maps are printed with a scale bar that converts the distance you measure on a map (usually in cm or inches) in real life distance (usually in km or miles).</li><li>Lines of latitude and longitude together can describe the exact location of any place on Earth.</li><li>Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction.</li><li>Lines of latitude are measured in degrees (°).</li><li>The two numbers together are called coordinates.</li></ul>	<ul style="list-style-type: none"><li>Lines of latitude and longitude together can describe the exact location of any place on Earth.</li><li>Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction.</li><li>Lines of latitude are measured in degrees (°).</li><li>The two numbers together are called coordinates.</li></ul>																																																					

# EYFS Foundations for Geography

Nursery: Understanding the World: People, Culture and Community (Geography)						
<b>3-4 years</b> Pupils should be given the opportunity to; <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Continue developing positive attitudes about the differences between people</li> </ul>						
National Curriculum Links	Autumn 1 Marvellous Me	Autumn 2 Let's Celebrate	Spring 1 People who help us	Spring 2 New Life	Summer 1 Amazing Animals	Summer 2 It's a Wonderful World
Locational Knowledge	Can say that they live in Darlington.  Can name one place that they visit in the local area e.g. a park, farm, play area, church.					Can say they live in England.
Place Knowledge					Look at photographs of farms in the local area and a farm in another country e.g. a rice farm and make simple comparisons.  Know that a farm is where farm animals live and food is grown.	Use a photograph to talk about one similarity and one difference between England and another country e.g. Look at photographs from children's holidays and compare.
Human and Physical Geography						Can name one feature at the following places; <ul style="list-style-type: none"> <li>Seaside has a beach and a sea.</li> <li>A park has a pond/river</li> </ul>
Geographical skills and Fieldwork				Use observational skills to name the natural objects that they find in the school grounds (refer to the school fieldwork plan). Children to sort these natural items into two groups.		Draw a simple map of the Nursery garden and add on key feature e.g. the sandpit.

Reception: Understanding the World: People, Culture and Community (Geography)						
<p><b>Children in Reception:</b></p> <p>Pupils should be given the opportunity to;</p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> </ul> <p><b>ELG: Children at the expected level of development at the end of Reception will;</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>						
National Curriculum Links	Autumn 1 Marvellous Me	Autumn 2 Let's Celebrate	Spring 1 People who help us	Spring 2 New Life	Summer 1 Amazing Animals	Summer 2 It's a Wonderful World
<b>Locational Knowledge</b>	<p>Can talk about where they live and important places that they visit and know in the area.</p> <p>Children to name the country that they are from (home country) and look at these on a world map.</p>					<p>Children to know their address. Name Darlington as the <b>town</b> they live in.</p> <p>Name England as the <b>country</b> they live in.</p> <p>Name London as the <b>capital city</b> of England.</p> <p>Name Europe as a <b>continent</b> and can locate this on a world map.</p>
<b>Place Knowledge</b>					<p>Look at the Amazon Rainforest on a map and know that it is in South America.</p> <p>Children to know that a rainforest is;</p> <ul style="list-style-type: none"> <li>• is a tropical forest</li> <li>• it is home to lots of animals, plants and trees</li> </ul>	<p>Use a fiction/non fiction book to compare the UK (Darlington) to a place in another country (based on cultures you have in class).</p> <p>Children to give two similarities and two differences to compare orally.</p>
<b>Human and Physical Geography</b>	<p>Can use geographical language to name some of the places they have been or visited e.g. beach, hills, parks, farm, shops.</p>				<p>Can name one of the climates in the Amazon Rainforest;</p> <ul style="list-style-type: none"> <li>• Wet (rainy season)</li> <li>• Dry (warm season).</li> </ul>	<p>Can describe the comparison country from a fiction/non fiction text and can name one human and one physical feature from that place.</p>
<b>Geographical skills and Fieldwork</b>	<p>Use an aerial photograph of the school to find three pre marked locations.</p> <p>Make a simple map of the school grounds and add one physical and one human feature.</p>			<p>Use observational skills to name the physical features that they find in the school grounds (refer to the school fieldwork plan).</p>		<p>Use a simple map to locate and name England (British Isle Map).</p>

# Year One Curriculum Sequencing

	Year 1		
	Autumn Where in Darlington do I live?	Spring Where in the United Kingdom do I live?	Summer What is the difference between a town and the countryside?
Disciplinary Skills and Knowledge	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> <li>Investigate their surroundings using simple directional and locational language e.g. near/far.</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Make observations about where things are e.g. within the school and local area.</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple picture maps to move around school.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> <li>Add detail to a map linked to school and/or home.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Talk about the difference between a world map and a globe.</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Understand that maps and the globe are used to locate key places around the world.</li> <li>Use information books as sources of information.</li> <li>Use simple atlases to locate some places within the United Kingdom.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> <li>Begin to appreciate different weather patterns within the United Kingdom.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> <li>Investigate their surroundings using simple directional and locational language e.g. near/far.</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Make observations about where things are.</li> <li>Use simple compass directions and locational language to describe where features are on a simple map.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> <li>Devise a simple map and use and construct a symbol in a key.</li> </ul>
Key Substantive Knowledge	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>Darlington is a town in England.</li> <li>Their address and postcode.</li> <li>There are different types of houses e.g. detached, semi-detached, terraced, bungalow etc.</li> <li>Natural features are called physical features and man-made features are called human features.</li> <li>Some of the physical and human features within their school and local area.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>Darlington is a town in England and that England is part of the United Kingdom.</li> <li>The United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland and each country has its own capital city: London, Edinburgh, Cardiff and Belfast.</li> <li>The world is made up of land and water. Seas are found where the land and water meet.</li> <li>There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel.</li> <li>The UK has warm summers and cool winters. January and February are the coldest months and July and August are the warmest months. In the UK it rains throughout the entire year.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>The countryside is land which is away from towns and cities.</li> <li>There are less people so therefore less houses; villages are often located in the countryside.</li> <li>Physical features might include: streams, hills, grasslands and human features might include houses, a pub, roads, small shops.</li> <li>A town is larger than a village and more people live there so they need more homes and shops.</li> <li>In towns there are many human features such as roads, buildings: schools, places of worship and often leisure facilities too.</li> </ul>
Key Substantive Knowledge: Mapping	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>Maps are about place.</li> <li>Maps and plans are views from above or a 'bird's eye view' of a place and use symbols.</li> <li>There are four main compass points that are used to navigate direction: North, South, East and West.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>Maps are about place.</li> <li>There are four main compass points that are used to navigate direction: North, South, East and West.</li> <li>On a map land is green and sea is blue.</li> <li>A globe shows the world as it is and maps are a 2D representation of the parts of the Earth.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>Maps are about place.</li> <li>Maps use symbols to show human and physical features of the landscape.</li> <li>Map keys show what each symbol means.</li> </ul>

Year 1 – Geography -Autumn 2: Curriculum Overview				
Key Topic Question: Where in Darlington do I live?				
National Curriculum Topic of Study: Geographical Skills and Fieldwork.				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is a map and how do I use one?</i>	<i>Where do I live?</i>	<i>Where is our school?</i>	<i>How do I get to school?</i>	<i>What features are in and around our school grounds?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Maps are about place.</li> <li>Maps and plans are views from above or a ‘bird’s eye view’ of a place and use symbols.</li> <li>There are four main compass points that are used to navigate direction: North, South, East and West.</li> </ul>	<ul style="list-style-type: none"> <li>Darlington is a town in England.</li> <li>Their address and postcode.</li> <li>There are different types of houses e.g. detached, semi-detached, terraced, bungalow, trailers etc.</li> </ul>	<ul style="list-style-type: none"> <li>Darlington is a town in England.</li> <li>Maps are about place.</li> <li>Maps and plans are views from above or a ‘bird’s eye view’ of a place and use symbols.</li> </ul>	<ul style="list-style-type: none"> <li>A route is a journey that takes you from one place to another.</li> <li>Their address and that their school is located on St Paul’s Terrace.</li> <li>There are different ways to travel.</li> </ul>	<ul style="list-style-type: none"> <li>Natural features are called physical features and man-made features are called human features.</li> <li>Most of our school ground is made up of human features but there are some physical features around our school.</li> <li>There are four main compass points that are used to navigate direction: North, South, East and West.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Investigate their surroundings using simple directional and locational language e.g. near/far.</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple picture maps to move around school.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> <li>Investigate their surroundings using simple directional and locational language e.g. near/far.</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple maps to locate places within the local area.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> <li>Investigate their surroundings using simple directional and locational language e.g. near/far.</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple maps to locate places within the local area.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> <li>Investigate their surroundings using simple directional and locational language e.g. near/far.</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple maps to locate places within the local area.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Add detail to a map linked to school and/or home.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> <li>Investigate their surroundings using simple directional and locational language e.g. near/far.</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Make observations about where things are e.g. within the school and local area.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Map, plan, symbol, place, direction, compass, bird’s eye view, aerial view, location.	Map, plan, symbol, place, direction, compass, bird’s eye view, aerial view, location, town, country, address, postcode, detached, semi-detached, terraced, flat, bungalow.	Map, plan, symbol, place, direction, compass, bird’s eye view, aerial view, location, town, country, street, road, terrace.	Route, journey, place, paths, roads, travel, line, map, symbols.	Natural, man-made, feature, physical, human, locality, grounds, compass, North, South, East, West.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
EYFS-Viewed maps of the Nursery Garden. IN Reception, looked at a map of the British Isles and know that the biggest part is in England.	EYFS- Know that they live in Darlington and that it is a town. Know what a house is and that not everyone lives in a house. Trailers, flats etc.	EYFS-Know about the Nursery garden and what is within it. Reception-look at simple plan/aerial photographs of the school grounds.	EYFS-know how they travel to school and that people travel in different ways. No key landmarks they pass on their way to school.	EYFS-Know about the Nursery garden and what is within it. Reception-look at simple plan/aerial photographs of the school grounds. Name three features of the school ground-recognise common symbols for these.

Year 1 – Geography Spring 2: Curriculum Overview				
Key Topic Question: Where in the United Kingdom do I live?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What countries make up the United Kingdom and what seas surround it?</i>	<i>What is special about England?</i>	<i>What is special about Northern Ireland?</i>	<i>What is special about Scotland?</i>	<i>What is special about Wales?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Darlington is a town in England and that England is part of the United Kingdom.</li> <li>The United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland.</li> <li>The world is made up of land and water. Seas are found where the land and water meet.</li> <li>There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel.</li> </ul>	<ul style="list-style-type: none"> <li>England is one of the four countries that makes up the United Kingdom.</li> <li>England is the biggest country in the United Kingdom.</li> <li>Its capital city is London which is home to the crown jewels, in the tower of London, and Buckingham Palace.</li> <li>The River Thames runs through London.</li> <li>The North of England has many mountains and lakes, which means that it has a lot of rain all year round.</li> </ul>	<ul style="list-style-type: none"> <li>Northern Ireland is one of the four countries that makes up the United Kingdom.</li> <li>It is located across the Irish Sea.</li> <li>Its capital city is Belfast which is home to the Titanic museum that tells the story of the famous ship.</li> <li>The Giant’s causeway is also in Northern Ireland which is formed when the lava from a volcano cooled making columns.</li> </ul>	<ul style="list-style-type: none"> <li>Scotland is one of the four countries that makes up the United Kingdom.</li> <li>Scotland has lots of lakes called Lochs. The most famous is Loch Ness.</li> <li>The capital city of Scotland is Edinburgh which has a famous castle.</li> <li>Scotland receives more rain than England and Wales as it has a lot of areas of high ground.</li> <li>Ben Nevis is the highest mountain in Scotland and in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Wales is one of the four countries that makes up the United Kingdom.</li> <li>Its capital city is Cardiff which has a large railway station which was built to handle all the trains coming in and out of the city.</li> <li>Wales has many mountains too. Mount Snowdon is the highest mountain in Wales.</li> <li>All countries in the UK including Wales, have warm summers and cool winters. As well as rain all year round.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Talk about the difference between a world map and a globe.</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple atlases to locate some places within the United Kingdom.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple atlases to locate some places and features of places within the United Kingdom.</li> <li>Use information books as sources of information.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> <li>Begin to appreciate different weather patterns within the United Kingdom.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple atlases to locate some places and features of places within the United Kingdom.</li> <li>Use information books as sources of information.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple atlases to locate some places and features of places within the United Kingdom.</li> <li>Use information books as sources of information.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> <li>Begin to appreciate different weather patterns within the United Kingdom.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use simple atlases to locate some places and features of places within the United Kingdom.</li> <li>Use information books as sources of information.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> <li>Begin to appreciate different weather patterns within the United Kingdom.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Town, country, land, sea, United Kingdom, Scotland, Northern Ireland, England, Wales, Irish Sea, English Channel, North Sea, island, atlas, map, globe.	United Kingdom, country, England, biggest, capital city, London, human features, landmarks, physical features, lakes, rivers, mountains, weather, rain, island, atlas, map, globe, North Sea.	Ireland, Northern Ireland, Irish Sea, country, United Kingdom, Belfast, capital city, tourists, Titanic, museum, human features, physical features, Giant’s Causeway, natural, volcano island, atlas, map, globe.	Scotland, Edinburgh, capital city, United Kingdom, border, human features, castle, physical features, lakes, lochs, Loch Ness, island, atlas, map, globe, North Sea, high ground, rain, area.	Wales, Cardiff, capital city, United Kingdom, border, human features, railway, physical features, mountains, Mount Snowdon atlas, map, globe, weather, seasons, cool, warm, rain all year round.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>EYFS:</b> They live in a town called Darlington and looked at England on a World Map.</p> <p><b>Y1 Where in Darlington do I live?-</b>Darlington is a town that is located in England. The four main compass points: North, East, South, West. Maps are about place.</p>	<p><b>EYFS:</b> They live in England. The names of some of the places they have visited in England. London is in England.</p> <p><b>Y1 Where in Darlington do I live?-</b> Four main compass points: North, East, South, West. Maps are about place. Natural features are called physical features and man-made features are called human features.</p>	<p><b>Y1 Where in Darlington/the UK do I live?-</b> Darlington is a town that is located in England. England is in the United Kingdom. One of the main seas that surrounds the United Kingdom is the Irish Sea. There are physical and human features within Darlington.</p>	<p><b>Y1 Where in Darlington/the UK do I live?-</b> Darlington is a town that is located in England. England is in the United Kingdom. One of the main seas that surrounds the United Kingdom is the Irish Sea. There are physical and human features within Darlington.</p>	<p><b>EYFS:</b> Talk about weather and climate in the rainforest and compared with weather where we live.</p> <p><b>Y1 Where in Darlington/the UK do I live?-</b> England, Northern Ireland, Scotland and Wales are the four countries that make up the United Kingdom.</p>

Year 1 - Geography Summer 2: Curriculum Overview				
Key Topic Question: What is the difference between town and countryside?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What and where is the countryside?</i>	<i>What are its human and physical features?</i>	<i>What might a simple map of a countryside landscape look like?</i>	<i>What are the human and physical features of a town? How are they different?</i>	<i>Where would you prefer to live: town or countryside?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>The countryside is land which is away from towns and cities.</li> <li>In the Borough of Darlington there are many countryside villages, as well as Darlington Town.</li> <li>Great Burdon is a countryside village near to Northwood Primary School.</li> <li>Lots of the land is used for farming and growing crops.</li> </ul>	<ul style="list-style-type: none"> <li>The countryside is land which is away from towns and cities.</li> <li>There are less people so therefore less houses; villages are often located in the countryside.</li> <li>Physical features might include: streams, hills, grasslands and human features might include: houses, a pub, roads, small shops.</li> </ul>	<ul style="list-style-type: none"> <li>Maps use symbols to show human and physical features of the landscape.</li> <li>Map keys show what each symbol means.</li> <li>Physical features might include: streams, hills, grasslands etc.</li> <li>Human features might include houses, a pub, roads, small shops etc.</li> </ul>	<ul style="list-style-type: none"> <li>A town is larger than a village and more people live there so they need more homes and shops.</li> <li>In towns there are many human features such as roads, buildings: schools, places of worship and often leisure facilities too.</li> <li>Towns tend to have fewer physical features such as grasslands, because the land is used for extra buildings and roads.</li> </ul>	<ul style="list-style-type: none"> <li>The countryside has more physical features than the town.</li> <li>The town has more human features and less physical features than the countryside.</li> <li>Less people live in the countryside than in a town.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> <li>Investigate their surroundings using simple directional and locational language e.g. near/far.</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Make observations about where things are.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Make observations about where things are.</li> <li>Use simple compass directions and locational language to describe where features are on a simple map.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> </ul>	<p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Make observations about where things are.</li> <li>Use simple compass directions and locational language to describe where features are on a simple map.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> <li>Devise a simple map and use and construct a symbol in a key.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Make observations about where things are.</li> <li>Use simple compass directions and locational language to describe where features are on a simple map.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to simple closed questions (teacher-led).</li> <li>Investigate their surroundings using simple directional and locational language e.g. near/far.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognise some human and physical features.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Countryside, land, village, town, city, Borough, land use, farming, crops.	Human features, physical features, residents, population, town, city, countryside, village, houses, grasslands, streams, hills, shops, roads.	Map, place, view, above, 'bird's eye', symbol, key, physical features, stream, hill, grassland, human features, houses, roads, shops.	Town, larger, village, houses, residents, population, human features, shops, places of worship, homes, school, roads, leisure, land use, physical features, grasslands.	Countryside, village, town, features, population, facilities, choice, prefer, opinion, reason, environment.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>EYFS:</b> There are farms near to where we live. Farms are places that animals live and where food is grown.</p> <p><b>Y1 Where in Darlington do I live?</b> Know that Darlington is a town and that their home and school is located within it. There are different types of houses within a town. Much of their school grounds is made up of human features.</p>	<p><b>Y1 Where in Darlington do I live?</b> Darlington is a town and that their home and school is located within it. There are different types of houses within a town. Much of their school grounds is made up of human features but it is also close to countryside where there are fields and grasslands.</p>	<p><b>Y1 Where in Darlington do I live?</b> Maps and plans are views from above or a 'bird's eye' view of place and include symbols. Added detail to a simple map to show a route.</p>	<p><b>Y1 Where in Darlington do I live?</b> Darlington is a town and it has many physical and human features. It has lots of roads and houses because many people live in there.</p>	<p>Previous opportunities across the wider curriculum that they have had to debate and express their own opinion.</p>

## Year Two Curriculum Sequencing

	Year 2		
	Autumn Where in the World do I live?	Spring How are places in the World different?	Summer What are the features of the seaside?
Disciplinary Skills and Knowledge	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘Where is it?’ and ‘What is it like?’</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.</li> <li>Understand that an atlas is a collection of maps in one book.</li> <li>Understand that a globe represents the Earth as it is and that maps are a 2D representation of parts of the Earth.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Classify features within the local environment as physical or human features.</li> <li>Make simple comparisons between features of different places.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘Where is it?’ and ‘What is it like?’</li> <li>Ask simple questions to evaluate ‘How did it get like this?’</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.</li> <li>Understand that an atlas is a collection of maps in one book.</li> <li>Contrast Durham with Rio De Janeiro using maps, photographs and videos to help make comparisons.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Appreciate how weather patterns are different in different parts of the world.</li> <li>Make simple comparisons between features of different places.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Understand how different weather patterns in different parts of the world impact on the way of life for different people.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘Where is it?’ and ‘What is it like?’</li> <li>Ask simple questions to evaluate such as, ‘How did it get like this?’</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Observe and record information about the local area.</li> <li>Take photographs of locally interesting geographical features.</li> <li>Study aerial photographs of coastal areas close to the locality.</li> <li>Use Google Earth to find features within the locality.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Make simple comparisons between features of different places.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Make appropriate observations about why things might happen.</li> </ul>
Key Substantive Knowledge	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun.</li> <li>The equator marks the different parts of the Earth: the northern and southern hemisphere.</li> <li>The names of the world’s seven continents and that the United Kingdom is in Europe.</li> <li>Europe and therefore the United Kingdom are in the Northern Hemisphere.</li> <li>The names of the world’s five oceans.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>Durham is a city in the country of England, which is located in the Northern Hemisphere, North of the Equator.</li> <li>Rio De Janeiro is a city in the country of Brazil which is located in the Southern Hemisphere, South of the Equator.</li> <li>Weather is what it is like outside each day, whereas climate is worked out by looking at weather patterns in one area over a long time.</li> <li>The United Kingdom has a temperate climate which means it has four seasons with cool winters and warm summers. Rio De Janeiro has a tropical climate which means that it is hot all year round but also very wet.</li> <li>Durham and Rio De Janeiro have very different climates but they both are hilly, have strong religious connections and are places that people choose to live in or come and visit.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>There are many beaches in each country of the United Kingdom, including England. Seaham is a harbour town and Saltburn is a seaside town and both are close to Darlington.</li> <li>Cliffs, rocks, sea, sand and grass are all physical features that might be found at the seaside.</li> <li>Harbours, piers, shops, funfair, cable car/cliff lift and lifeguard stations are all human features that might be found at the seaside.</li> <li>More people went on holiday to seaside resorts in the UK in the past because it was too expensive to fly abroad and the railways had expanded. Beaches were cleaner in the past because there was less packaging from food and snacks.</li> <li>Protecting our sea, beaches and coastlines is very important to the future of the planet.</li> </ul>
Key Substantive Knowledge: Mapping	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>An atlas is a collection of maps in one book.</li> <li>An atlas shows maps of continents, countries, oceans and physical features of a place.</li> <li>Maps cannot show everything so they are drawn to scale.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>That a globe represents the Earth as it is and that maps are 2D representations of parts of the Earth.</li> <li>Map symbols are used to represent human and physical features of the landscape.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>Maps cannot show everything so they are drawn to scale.</li> <li>Maps have different scales: smaller scale maps show a larger space at a lower level of details and larger scale maps show a smaller amount of space with a greater level of detail.</li> </ul>

Year 2 – Geography Autumn 2: Curriculum Overview				
Key Topic Question: Where in the World do we live?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is the same/different about London and Darlington?</i>	<i>Where in the world is the United Kingdom?</i>	<i>What is a continent and where in the world are they?</i>	<i>What is a sea and what is an ocean?</i>	<i>What and where are the world's five oceans?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Darlington is a town in North-East England and that England is part of the United Kingdom (re-cap).</li> <li>The United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland (re-cap).</li> <li>London is the capital city of England and is in the South (re-cap).</li> <li>Darlington and London have some common and different geographical features.</li> </ul>	<ul style="list-style-type: none"> <li>The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun.</li> <li>The equator marks the different parts of the Earth: the northern and southern hemisphere.</li> <li>The United Kingdom is in the Northern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>A continent is a large area of land that includes all the islands and countries within it.</li> <li>There are 7 continents in the world: Africa, Antarctica, Australasia, Asia, Europe, North America, South America.</li> <li>The United Kingdom is in the continent of Europe.</li> <li>The South Pole is located on Antarctica.</li> </ul>	<ul style="list-style-type: none"> <li>Seas are smaller areas of water than oceans. They are found where the land and water meet.</li> <li>There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel.</li> <li>An ocean is a large area of saltwater.</li> <li>There are five oceans in the World.</li> </ul>	<ul style="list-style-type: none"> <li>There are five oceans in the world: Pacific, Atlantic, Southern, Arctic and Indian.</li> <li>The North Pole is surrounded by the Arctic Ocean.</li> <li>These are large areas of water that separate the seven continents.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'Where is it and what is it like?'</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Study aerial photographs of the local area and the city of London.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Make simple comparisons between features of different places.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'Where is it and what is it like?'</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.</li> <li>Understand that an atlas is a collection of maps in one book.</li> <li>Understand that a globe represents the Earth as it is and that maps are a 2D representation of parts of the Earth.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.</li> <li>Understand that an atlas is a collection of maps in one book.</li> <li>Understand that a globe represents the Earth as it is and that maps are a 2D representation of parts of the Earth.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.</li> <li>Understand that an atlas is a collection of maps in one book.</li> <li>Understand that a globe represents the Earth as it is and that maps are a 2D representation of parts of the Earth.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.</li> <li>Understand that an atlas is a collection of maps in one book.</li> <li>Understand that a globe represents the Earth as it is and that maps are a 2D representation of parts of the Earth.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
United Kingdom, city, town, North-East, South, human and physical features, landmarks, population, river, bird's eye view, aerial view, land, large-scale, small-scale.	United Kingdom, world, equator, sun, northern hemisphere, southern hemisphere, globe, lines, poles.	United Kingdom, world, equator, sun, northern hemisphere, southern hemisphere, globe, lines, poles, land, countries, island, continent.	Land, sea, ocean, world, country, continent, mass, saltwater, water, area.	Land, sea, ocean, world, country, continent, mass, saltwater, water, area.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>Y1 Where in the UK do I live:</b> England is part of the UK. London is England's capital city. Darlington is in England and is a town. Know some geographical features of Darlington and of London. Know how to identify features on maps and plans using simple symbols.	<b>Y1 Where in the UK do I live:</b> England, Northern Ireland, Scotland and Wales make up the United Kingdom.	<b>Y1 Where in the UK do I live:</b> England, Northern Ireland, Scotland and Wales make up the United Kingdom.	<b>Y1 Where in the UK do I live:</b> The world is made up of land and water. Seas are found where the land and water meet. The North Sea, Irish Sea and English Channel are the main seas that surround the United Kingdom.	<b>Y1 Where in the UK do I live:</b> The world is made up of land and water. Seas are found where the land and water meet. The North Sea, Irish Sea and English Channel are the main seas that surround the United Kingdom.

Year 2 – Geography Spring 2: Curriculum Overview				
Key Topic Question: How are places in the world different?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Where in the world is the city of Durham? What is its <b>climate</b> like?</i>	<i>What is it like in Durham?</i>	<i>Where in the world is the city of Rio De Janeiro? What is its <b>climate</b> like?</i>	<i>What is it like in Rio?</i>	<i>How are Durham and Rio the same? How are the different?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Durham is a city in the country of England, in the Northern Hemisphere, North of the Equator.</li> <li>Darlington is located within the county of Durham.</li> <li>Weather is what it is like outside each day, whereas climate is worked out by looking at weather patterns in one area over a long time.</li> <li>The UK has a temperate climate which means it has four seasons with cool winters and warm summers.</li> </ul>	<ul style="list-style-type: none"> <li>Cities are the largest kinds of settlements.</li> <li>Durham is a hilly city with a cathedral and a large, famous university.</li> <li>Many students have come to live in Durham because of the university.</li> <li>It has a market place.</li> <li>Two rivers flow around the city: The Wear and the Browney.</li> <li>Durham is an old city which hasn't changed very much in the last 200 years.</li> </ul>	<ul style="list-style-type: none"> <li>Rio De Janeiro is a city in the country of Brazil which is located in the Southern Hemisphere, South of the Equator.</li> <li>Brazil is in the continent of South America.</li> <li>Weather is what it is like outside each day, whereas climate is worked out by looking at weather patterns in one area over a long time.</li> <li>Rio De Janeiro has a tropical climate which means that it is hot all year round but also very wet.</li> </ul>	<ul style="list-style-type: none"> <li>Cities are the largest kinds of settlements and can be home to millions of people.</li> <li>Rio De Janeiro used to be covered in forest but now it is a big city.</li> <li>It has big hills around it covered in tropical rainforests and people have built houses there.</li> <li>There are many beaches in Rio and people visit on their holidays as it is usually hot and sunny.</li> <li>Sugarloaf Mountain is one giant rock where the statue of Christ the Redeemer can be seen from the top.</li> </ul>	<ul style="list-style-type: none"> <li>Durham and Rio De Janeiro have very different climates.</li> <li>Durham has not really changed in the last few hundred years but Rio has changed a lot.</li> <li>They both are hilly and have rivers nearby.</li> <li>They have strong religious connections and are places that people choose to live in or come and visit.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<b>Enquiry</b> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'Where is it?' and 'What is it like?'</li> </ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Understand that an atlas is a collection of maps in one book.</li> </ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Appreciate how weather patterns are different in different parts of the world.</li> </ul>	<b>Enquiry</b> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'Where is it?' and 'What is it like?'</li> <li>Ask simple questions to evaluate 'How did it get like this?'</li> </ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.</li> </ul>	<b>Enquiry</b> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'Where is it?' and 'What is it like?'</li> </ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Understand that an atlas is a collection of maps in one book.</li> </ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Appreciate how weather patterns are different in different parts of the world.</li> </ul>	<b>Enquiry</b> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'Where is it?' and 'What is it like?'</li> <li>Ask simple questions to evaluate 'How did it get like this?'</li> </ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.</li> </ul>	<b>Enquiry</b> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'Where is it?' and 'What is it like?'</li> </ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Contrast Durham with Rio De Janeiro using maps, photographs and videos to help make comparisons.</li> </ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Make simple comparisons between features of different places.</li> </ul> <b>Evaluating and Debating</b> <ul style="list-style-type: none"> <li>Understand how different weather patterns in different parts of the world impact on the way of life for different people.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
World, city, North, Northern Hemisphere, Equator, weather, climate, temperate climate, seasons, weather patterns, location, cooler, hotter.	City, settlement, cathedral, university, market place, rivers, hills, historical, religious, students, population.	City, country, world, South, North, Equator, Southern Hemisphere, Northern Hemisphere, climate, tropical, hot, rainfall, location, hotter, wetter.	City, settlement, forest, hills, tropical rainforests, houses, beaches, climate, hot, mountain, rock, tourists, statue, religious, carnival.	Cities, industry, agriculture, population, physical features, human features, religion, statues, hills, rivers, change, growth, migration
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>Y1 Where in the UK do I live?</b> Cities are larger than towns. The capital city of England is London. All countries in the UK, have warm summers and cool winters and rain all year round. <b>Y2 Where in the World do I live?</b> The UK is in the Northern Hemisphere and is in Europe.	<b>Y1 Topics:</b> Maps are about places and use symbols to represent different human and physical features using a key. Physical features are natural and human features are man-made. <b>Y1 Where in the UK?</b> Found out about the four countries of the UK.	<b>Y2 Where in the World do I live?</b> The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun. The equator marks the different parts of the Earth: the northern and southern hemisphere. The 7 continents of the world.	<b>Y1 Topics:</b> Maps are about places and use symbols to represent different human and physical features using a key. Physical features are natural and human features are man-made. Large cities often have landmarks such as statues or monuments.	<b>Y1 Town and Countryside:</b> made simple comparison between the physical and human features of the town and countryside.

Year 2 – Geography Summer 2: Curriculum Overview				
Key Topic Question: What are the features of the seaside?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Where is the closest seaside to Darlington?	What are the physical features of the seaside?	What are the human features of the seaside?	How has the seaside changed over time?	What can we do to protect the seaside in the future?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>There are many beaches in each country of the United Kingdom, including England.</li> <li>Seaham is a harbour town and Saltburn is a seaside town and both are close to Darlington.</li> <li>Maps have different scales: smaller scale maps show a larger space at a lower level of details and larger scale maps show a smaller amount of space with a greater level of detail.</li> </ul>	<ul style="list-style-type: none"> <li>Cliffs, rocks, sea, sand and grass are all physical features that might be found at the seaside.</li> <li>Simple symbols used to represent these features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Harbours, piers, shops, funfair, cable car/cliff lift, lifeguard stations and lighthouses are all human features that might be found at the seaside or harbours.</li> <li>Simple symbols used to represent some of these features on a map.</li> <li>Lifeguards, flags, lighthouses and lifeboats are all features that help to keep us safe in the sea.</li> </ul>	<ul style="list-style-type: none"> <li>More people went on holiday to seaside resorts in the UK in the past because it was too expensive to fly abroad and the railways had expanded.</li> <li>Beaches were cleaner in the past because there was less packaging from food and snacks.</li> </ul>	<ul style="list-style-type: none"> <li>Protecting our sea, beaches and coastlines is very important to the future of the planet.</li> <li>Only ever leave your footprints at the beach and never your litter.</li> <li>Litter causes pollution and is harmful to the environment.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Observe and record information about the local area.</li> <li>Take photographs of locally interesting geographical features.</li> <li>Study aerial photographs of coastal areas close to the locality.</li> <li>Use Google Earth to find features within the locality.</li> </ul>	<p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Observe and record information about the local area.</li> <li>Take photographs of locally interesting geographical features.</li> <li>Study aerial photographs of coastal areas close to the locality.</li> <li>Use Google Earth to find features within the locality.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Make simple comparisons between features of different places.</li> </ul>	<p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Observe and record information about the local area.</li> <li>Take photographs of locally interesting geographical features.</li> <li>Study aerial photographs of coastal areas close to the locality.</li> <li>Use Google Earth to find features within the locality.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Make simple comparisons between features of different places.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘Where is it?’ and ‘What is it like?’</li> <li>Ask simple questions to evaluate such as, ‘How did it get like this?’</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Make appropriate observations about why things might happen.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘Where is it?’ and ‘What is it like?’</li> <li>Ask simple questions to evaluate such as, ‘How did it get like this?’</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Make appropriate observations about why things might happen.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Beach, seaside, coast, town, harbour, map, scales, smaller, larger, space, detail, close, area.	Seaside, coast, harbour, beach, physical features, cliffs, rocks, water, sea, sand, grass, symbols, maps.	Seaside, coast, harbour, beach, pier, cable car, lift, lifeguard, lighthouse, boats, shops, funfair, beach huts, flags.	Seaside, coast, harbour, beach, pier, cable car, lift, lifeguard, boats, shops, funfair, beach huts, holiday, tourists, cleaner, plastic, packaging.	Environment, protect, pollution, sea, ocean, plastic, litter, planet, beach-clean, volunteer, species.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>Y1 Town and Countryside:</b> located countryside villages near to their school using maps with symbols.</p> <p><b>Y1 Where in the UK do I live?</b> Identified some physical features of the four countries that make up the UK using atlases.</p> <p><b>Y2 Where in the world do I live?</b> Seas are smaller areas of water than oceans. They are found where the land and water meet.</p>	<p><b>Y1 Town and Countryside and where in the UK do I live?</b> Used maps and atlases to locate physical features of places.</p> <p><b>Y2 How are places in the world different?</b> Looked at the physical features of Rio De Janeiro and know that it has many beaches that tourists come on holiday to enjoy.</p>	<p><b>Y1 Town and Countryside and where in the UK do I live?</b> Used maps and atlases to locate human features of places.</p> <p><b>Y1 History Who was Grace Darling?</b> The RNLI is a charity that helps people who get into difficulty in the sea.</p>	<p><b>Y2 Who were the famous people of Darlington?</b> How the development of the railways changed Darlington during Victorian times including how trains were then used to transport people for leisure and not just industry.</p>	<p><b>Y2 Where in the world do I live?</b> Learnt about the seas in Year 1 and the oceans of the world in Year 2-location of.</p> <p><b>PSHE:</b> Looking after the local environment. Effects of littering etc.</p>

# Year Three Curriculum Sequencing

	Year 3		
	Autumn What is the geography of the United Kingdom?	Spring How does the North East region of the UK compare to Greater London?	Summer Why are rivers important?
Disciplinary Skills and Knowledge	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘How has it changed?’</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Begin to collect and record evidence linked to a local area study.</li> <li>Talk about features within their local community.</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to locate, regions, counties and cities within the UK.</li> <li>Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Draw simple sketch maps to show land use within the local area.</li> <li>Understand that countries have defined borders and that each country has its own government or equivalent.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Recognise how human geographical features are determined by location and may change over time.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘Why is it changing?’</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to locate, regions, counties and cities within the UK.</li> <li>Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.</li> <li>Use photographs, charts, atlases and the Internet to compare the geographical features of different regions in England.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Recognise how human geographical features are determined by location and may change over time.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘Why is it changing?’ ‘Why is it important?’</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.</li> <li>Use satellite images and aerial photographs to study the geographical features and routes of major UK rivers.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Create a report focusing on geographical features such as rivers.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Recognise how living things, including humans, adapt to their environment.</li> </ul>
Key Substantive Knowledge	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>Darlington is in the North-East of England and England is part of the United Kingdom, Great Britain and the British Isles.</li> <li>There are 9 regions of England: Greater London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West. Wales, Scotland and Northern Ireland are individual regions.</li> <li>A county is a smaller area of England and contains many towns and villages.</li> <li>A city is larger than a town and usually has a high concentration of buildings and is home to many people.</li> <li>How to use an atlas to identify and locate key geographical features of the UK such as rivers, mountain ranges, coastlines and land-use patterns.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>Regions within the United Kingdom have different human and physical features and therefore use land in different ways.</li> <li>Land can be used in different ways: natural land (open land and forests); built on land (towns and cities); farmland.</li> <li>Urban areas are towns or cities where many people live and work. There are more houses, buildings, roads and other human-made features.</li> <li>Rural areas are places where there are more natural spaces and fewer people. You would find more farmland, forests and open land.</li> <li>Over half the land in the United Kingdom is farmland and only one-tenth of the UK is urban.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>A river is a moving body of water that drains the land. It flows from its source on high ground, across land, and then into another body of water (river mouth). This could be a <b>lake</b>, the <b>sea</b>, an <b>ocean</b> or even another river.</li> <li>There are hundreds of rivers and streams across the UK. The River Severn and the River Thames are the longest rivers in the UK.</li> <li>Major towns and cities are along the route of rivers like these, this is because historically people built settlements near to rivers for easy access to water.</li> <li>Rivers are home to a whole host of plant and animal species. People love to live near rivers too but floods can be a problem; river defences are built to reduce the risk.</li> <li>Rivers are an important part of the <b>water cycle</b> and responsible for transferring water to oceans.</li> </ul>
Key Substantive Knowledge: Mapping	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>There are many different types of maps, which can be used for different purposes.</li> <li>Most types of maps have evenly spaced horizontal and vertical lines that form a grid.</li> <li>Grid lines enable us to locate a place or feature precisely on the map.</li> <li>An alphanumeric grid has letters along the top and numbers down the side. These can be used to identify a grid square and locate places e.g. those listed in the index of an atlas.</li> <li>Four-figure grid references are four numbers used to pinpoint a particular location on a map.</li> <li>A good sketch map should have a title, labels and annotations where needed, simple lines, enough detail to give a rough idea, a note to say that it is not to scale and a North arrow.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>There are many different types of maps, which can be used for different purposes.</li> <li>Most types of maps have evenly spaced horizontal and vertical lines that form a grid.</li> <li>Grid lines enable us to locate a place or feature precisely on the map.</li> <li>Four-figure grid references are four numbers used to pinpoint a particular location on a map.</li> <li>Satellite images take photographs of places at different times including at night. They can be used by scientist to identify urban and rural areas.</li> </ul>	<p><b>Children need to learn:</b></p> <ul style="list-style-type: none"> <li>There are many different types of maps, which can be used for different purposes.</li> <li>Most types of maps have evenly spaced horizontal and vertical lines that form a grid.</li> <li>Grid lines enable us to locate a place or feature precisely on the map.</li> <li>Four-figure grid references are four numbers used to pinpoint a particular location on a map.</li> <li>Satellite images take photographs of places from above. They provide information about human and physical features such as weather.</li> </ul>

Year 3 – Geography Autumn 2: Curriculum Overview				
Key Topic Question: What is the geography of the United Kingdom?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What are the regions of the United Kingdom?</i>	<i>What is a county and what is special about the county that we live in?</i>	<i>What is a city and where are the major cities of the UK?</i>	<i>Where are the main mountains, rivers and coastlines within the UK?</i>	<i>How has land use changed over time in our area of Darlington?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Know that Darlington is in the North-East of England and England is part of the United Kingdom, Great Britain and the British Isles.</li> <li>Know that the UK, GB and the British Isles cannot be used interchangeably, as they refer to different boundaries and include different land masses.</li> <li>Know that there are 9 regions of England: Greater London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West. Wales, Scotland and Northern Ireland are individual regions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Villages</b> are small settlements with a small number of houses for a few hundred people.</li> <li><b>Towns</b> are larger settlements than villages and because more people live in them they have more homes and facilities.</li> <li>Roads, railways and pathways connect them all.</li> <li>A county is a smaller area of England and contains many towns and villages.</li> <li>Darlington is a market and industrial town in County Durham and is part of the Tees Valley.</li> </ul>	<ul style="list-style-type: none"> <li>A city is larger than a town and usually has a high concentration of buildings and is home to many people.</li> <li><b>Cities</b> are the largest settlement; the nearest city to Darlington is Durham.</li> <li>Roads, railways and pathways connect villages, towns and cities.</li> <li>Cities have features such as transport links, places of worship, businesses and office spaces.</li> <li>Most types of maps have evenly spaced horizontal and vertical lines that form a grid.</li> <li>Grid lines enable us to locate a place or feature precisely on the map.</li> </ul>	<ul style="list-style-type: none"> <li>How to use an atlas to identify and locate key geographical features of the UK such as rivers, mountain ranges, coastlines.</li> <li>Scotland and Wales are the most mountainous parts of the UK.</li> <li>Rolling hills and plains dot the countryside of both Northern Ireland and England.</li> <li>Grid lines enable us to locate a place or feature precisely on the map.</li> <li>A four-figure grid reference can be used to pinpoint a location to within a square.</li> </ul>	<ul style="list-style-type: none"> <li>Sketch maps are simple drawings of the landscape and are often shown as a bird’s eye view.</li> <li>A good sketch map should have a title, labels and annotations where needed, simple lines, enough detail to give a rough idea, a note to say that it is not to scale and a North arrow.</li> <li>Darlington has changed from a small market town with a population of 50,000 into a market and industrial town with a population of around 108,000.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to locate regions, counties and cities within the UK.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Understand that countries have defined borders and that each country has its own government or equivalent.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to locate regions, counties and cities within the UK.</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Talk about features within their local community.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Recognise how human geographical features are determined by location.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to locate regions, counties and cities within the UK.</li> <li>Use atlases and maps to identify key human characteristics of the UK e.g. railway lines, roads and bridges.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Recognise how human geographical features are determined by location.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to identify key physical characteristics of the UK e.g. rivers, hills, mountains and coastlines.</li> </ul> <p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘What is it like?’</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘How has it changed?’</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Draw simple sketch maps to show land use within the local area.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Recognise how human geographical features are determined by location and may change over time.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Atlas, region, county, city, town, village, boundary.	Settlement, hamlet, village, town, city, population, facilities, county, industrial.	Settlement, city, population, transport links, alphanumeric grid, location, human features.	Physical features, mountain range, mountainous, hills, plains, rivers, coastlines	Human features, amenities, settlement, market, industry, population, land-use.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>Y1 Where in the UK do I live:</b> England is part of the UK. London is England’s capital city. Darlington is in England and is a town. England, Northern Ireland, Scotland and Wales make up the United Kingdom.</p> <p><b>Y2 Where in the world do I live:</b> The United Kingdom is in the Northern Hemisphere. The United Kingdom is in the continent of Europe.</p>	<p><b>Y1 Where in the UK do I live:</b> England is part of the UK. Darlington is in England and is a town. Natural features are called physical features and man-made features are called human features.</p> <p><b>Y2 Famous People of Darlington-History:</b> Darlington is linked to the invention of modern railways.</p>	<p><b>Y1 Where in the UK do I live:</b> Each country within the United Kingdom has its own capital city. London is the capital city of England and is home to The tower of London and Buckingham Palace. Edinburgh is the capital city of Scotland and it has a famous castle. Cardiff is the capital city of Wales which has a huge railway station and Belfast is the capital city of Northern Ireland where the titanic museum is.</p>	<p><b>Y1 Where in the UK do I live:</b> The world is made up of land and water. Seas are found where the land and water meet. The North Sea, Irish Sea and English Channel are the main seas that surround the United Kingdom.</p> <p><b>Y2 What are the features of the coast?</b> Know coastlines are identified on simple plans and maps. Identify and locate on simple maps human and physical features of the coast.</p>	<p><b>Y2 Famous People of Darlington-History:</b> Darlington is linked to the invention of modern railways. The railways and its trains have grown and changed over time.</p>

Year 3 – Geography Spring 2: Curriculum Overview				
Key Topic Question: How does the North East region of the UK compare to Greater London?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What are the physical features of the North East region?</i>	<i>What are the human features of the North East region?</i>	<i>What are the physical features of the Greater London region?</i>	<i>What are the human features of the Greater London region?</i>	<i>How and why has land use in the United Kingdom changed over time?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>England is divided into nine regions.</li> <li>Darlington is a town in the county of Durham which is in the North East region of England.</li> <li>The North and West of the region are more rural and the land in this area is high and hilly.</li> <li>The South and East of the region are more urban.</li> <li>The main longest rivers in the region are the Tweed, Tees and Ure.</li> </ul>	<ul style="list-style-type: none"> <li>Just over two and a half million people live in the North East region.</li> <li>There are 3 cities in the region and Newcastle-Upon-Tyne has the largest population of them all.</li> <li>Popular human landmarks in the area are Hadrian's wall in Northumberland.</li> <li>The Angel of the North in Tyne and Wear.</li> <li>Durham Castle in County Durham.</li> <li>The only tilting bridge in the World: The Millennium Bridge,</li> </ul>	<ul style="list-style-type: none"> <li>Greater London is another region of England.</li> <li>It is split into 32 boroughs and the city of London.</li> <li>Most of the region is low-lying and flat and mainly <b>urban</b>.</li> <li>The second longest river in the UK runs through the region-The Thames.</li> <li>This region also has lots of parks, forests and waterways.</li> </ul>	<ul style="list-style-type: none"> <li>Over nine million people live in the Greater London region.</li> <li>Many of the United Kingdom's most famous landmarks are located within Inner London.</li> <li>Tourists travel from all over the globe to visit: Buckingham Palace, Trafalgar Square, Tower Bridge and Wembley Stadium.</li> </ul>	<ul style="list-style-type: none"> <li>Over half the land in the UK is used for farming. People started to use land for farming in the Neolithic period. Before that most of the land in the UK would have been natural land.</li> <li>Over 250 years ago the land in the UK became more urbanised with more factories, houses, roads and train lines being built.</li> <li>Over the past 100 years the population of the UK has increased by over half-more people means more housing and facilities.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'What is it like?'</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to locate, regions, counties and cities within the UK.</li> <li>Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Use four-figure grid references are four numbers used to pinpoint a particular location or feature on a map.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'What is it like?'</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to locate, regions, counties and cities within the UK.</li> <li>Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'What is it like?'</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to locate, regions, counties and cities within the UK.</li> <li>Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Use four-figure grid references are four numbers used to pinpoint a particular location or feature on a map.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'What is it like?'</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use atlases and maps to locate, regions, counties and cities within the UK.</li> <li>Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, 'How did it get like this?' 'Why is it changing?'</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Recognise how human geographical features are determined by location and may change over time.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Country, region, county, city, town, rural, urban, land use, hilly, farmland, natural land, built on land, rivers, physical features, four-figure grid references.	Region, city, population, urban, rural, landmark, sculpture, heritage site, defensive fortification.	Region, borough, city, town, rural, urban, land use, low-lying, flat, built on land, rivers, forests, waterways, physical features, four-figure grid references.	Greater London, city of London, region, population, urban, inner, outer, landmarks, tourism.	Land use, green belt, urban, rural, population, trade, land use, farmland, natural land, built on land, facilities.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>Y1 Where in the UK do I live?</b> England is part of the UK. Darlington is in England and is a town. England, Northern Ireland, Scotland and Wales make up the United Kingdom.</p> <p><b>Y3 What is the geography of the UK?</b> Nine regions of England and the different counties.</p>	<p><b>Y2 How are places in the world different?</b> Darlington is in the county of Durham as is Durham city. Durham is an old historic city which is hilly, has two rivers flowing round it and a famous university and cathedral.</p>	<p><b>Y1 Where in the UK do I live?</b> England is part of the UK. London is England's capital city. The River Thames runs through London.</p> <p><b>Y3 What is the geography of the UK?</b> Nine regions of England. Used maps to locate major mountains, rivers and cities within the UK.</p>	<p><b>Y1 Where in the UK do I live?</b> England is part of the UK. London is England's capital city, which is home to the crown jewels, in the tower of London, and Buckingham Palace.</p>	<p><b>Y3 What is the geography of the United Kingdom?</b> Darlington has changed from a small market town with a population of 50,000 into a market and industrial town with a population of around 108,000.</p> <p><b>Y3 History: What was life like for early man?</b> During the stone age humans learnt to farm and hunt. Skara Brae was a settlement where an early farming community lived over 5000 years ago.</p>

Year 3 – Geography Summer 2: Curriculum Overview				
Key Topic Question: Why are rivers so important?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is a river and how are they formed?</i>	<i>What are the key features of the River Tees?</i>	<i>Which are the major rivers within the United Kingdom?</i>	<i>What part do rivers play in the water cycle?</i>	<i>What are the advantages and disadvantages of living near rivers?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>A river is a moving body of water that drains the land. It flows from its source on high ground, across land, and then into another body of water (river mouth). This could be a <b>lake</b>, the <b>sea</b>, an <b>ocean</b> or even another river.</li> <li>Rivers usually begin in <b>upland areas</b>, when rain falls on high ground and begins to flow <b>downhill</b>. They always flow downhill because of gravity.</li> </ul>	<ul style="list-style-type: none"> <li>The River Tees begins at Cross Fell in the northern Pennines and flows 70 miles East to the North Sea.</li> <li>High Force is a waterfall in County Durham on the River Tees.</li> <li>Anglers use the River Tees to fish.</li> <li>Teesport, near the mouth of the River Tees is now one of the busiest ports in the UK.</li> <li>Despite the heavy industry nearby, the estuary is an important habitat for animals, including seals and plant life.</li> </ul>	<ul style="list-style-type: none"> <li>There are hundreds of rivers and streams across the UK. The River Severn and the River Thames are the longest rivers in the UK.</li> <li>Major towns and cities are along the route of rivers like these, this is because historically people built settlements near to rivers for easy access to water.</li> </ul>	<ul style="list-style-type: none"> <li>The water cycle is the continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again.</li> <li>Rivers are an important part of the <b>water cycle</b> and responsible for transferring water to oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Rivers are home to a whole host of plant and animal species. People love to live near rivers too but floods can be a problem; river defences are built to reduce the risk.</li> <li>Rivers are important for habitats for wildlife; freshwater for settlements, agriculture, and other industries; resources for leisure and tourism; energy for hydro-electric power.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<b>Enquiry</b> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘Why is it changing?’</li> </ul>	<b>Enquiry</b> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘Why is it changing?’</li> </ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.</li> <li>Use satellite images and aerial photographs to study the geographical features and routes of major UK rivers.</li> </ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Create a report focusing on geographical features such as rivers.</li> </ul>	<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.</li> <li>Use satellite images and aerial photographs to study the geographical features and routes of major UK rivers.</li> </ul> <b>Evaluating and Debating</b> <ul style="list-style-type: none"> <li>Recognise how human geographical features are determined by location.</li> </ul>	<b>Enquiry</b> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘Why is it important?’</li> </ul>	<b>Enquiry</b> <ul style="list-style-type: none"> <li>Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘Why is it changing?’</li> </ul> <b>Evaluating and Debating</b> <ul style="list-style-type: none"> <li>Recognise how living things, including humans, adapt to their environment.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
River, formation, water, drains, land, flows, source, high ground, land, body of water, upper course, lower course, mouth, upland, high ground, rain, downhill, gravity.	Pennines, flows, North Sea, waterfall, anglers, port, industry, estuary, habitat, wildlife.	Map, route, river, stream, access, water, settlements, source, mouth.	Water, cycle, oceans, lakes, clouds, rain, rivers, sea, evaporation, condensation, continuous.	Wild life, scenery, nature, habitats eco-systems, plants, animals, species, flooding, defences, risk, freshwater, settlements, agriculture, energy, environment, adaptation.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>Y2 Where in the world do I live?</b> Seas are smaller areas of water than oceans. They are found where the land and water meet. There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel. An ocean is a large area of saltwater. There are five oceans in the World.	<b>Y1 Where in the UK do I live?</b> United Kingdom is an island surrounded by three main seas: North Sea, Irish Sea and the English Channel. <b>Y3 What is the geography of the UK?</b> Use maps and atlases to locate physical features such as rivers and mountains.	<b>Y3 What is the geography of the UK?</b> Use maps and atlases to locate physical features such as rivers and mountains. <b>Y3 What are the geographical features of my region and the Greater London region?</b> Rivers within the North East region-Tees, Ure and Tweed. Rivers within Greater London-Thames-second longest in the UK.	<b>Y2 Where in the world do I live?</b> Seas are smaller areas of water than oceans. They are found where the land and water meet. There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel. An ocean is a large area of saltwater. There are five oceans in the World.	<b>Y1 What is the difference between town and countryside?</b> Discussing their own preference linked to living in the town or county. <b>Y2 What are the features of the seaside?</b> Discussed how the seaside has change over time and what must be done to protect marine species through reducing pollution.

# Year Four Curriculum Sequencing

	Year 4		
	Autumn What is the geography of the world?	Spring Why are mountains magnificent?	Summer What is special about the Rocky Mountain region of North America?
Disciplinary Skills and Knowledge	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate lines of latitude, longitude, poles and the continents and countries that they pass through.</li> <li>Use a globe to gain a better understanding of a country's exact location within the world.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Begin to appreciate why physical features such as climate will be different around the world.</li> <li>Explain what a place is like and why.</li> <li>Read weather and climate data.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas to questions such as 'How did it get like this?'</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use ordnance survey maps to locate and identify mountains within the UK using six-figure grid references.</li> <li>Map major mountain ranges and identify mountains on each continent and link to latitude and longitude.</li> <li>Investigate mountains using Google Earth and satellite, aerial images.</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Investigate places and themes at more than one scale, collecting and recording evidence with some aid. For example, investigate major physical features and mountain ranges of the UK, map and compare to global ranges.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Investigate places and themes at more than one scale-how do does North America's largest mountain range compare to the mountain ranges within the UK?</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate continents, countries and regions and describe features studied.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Begin to appreciate why physical features such as climate will be different around the world.</li> <li>Understand what a biome is and describe some of the major biomes around the world.</li> <li>Explain what a place is like and why.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Recognise how living things adapt to their environment and why habitats may need protection.</li> </ul>
Key Substantive Knowledge	<ul style="list-style-type: none"> <li>World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world.</li> <li>The Equator is at the centre of lines of latitude and is at 0° latitude.</li> <li>The Tropic of Cancer is a line of latitude above the equator and the Tropic of Capricorn is a line of latitude below the equator.</li> <li>The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole. Both regions are very cold all year round.</li> <li>Places near the Equator are hot all year round, but places further away such as the UK are cooler, as they receive less sunlight.</li> </ul>	<ul style="list-style-type: none"> <li>Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high.</li> <li>They are often found together in a group called a mountain range. The Himalayas in Asia is the tallest mountain range in the world and The Andes in South America is the longest range on land in the world.</li> <li>The highest mountain ranges are created by <b>tectonic plates</b> pushing together and forcing the ground up where they meet. Tectonic plates are also at work under the <b>Atlantic Ocean</b>. Instead of forcing the ground up, the two plates in the middle of the Atlantic Ocean are actually <b>moving apart</b> in opposite directions. This causes lava to erupt and as it cools down the lava creates a long line of mountains under the ocean called the mid-ocean ridge.</li> <li>The highest mountains in the UK are: <b>Ben Nevis</b> in Scotland (also the highest in the UK) <b>Scafell Pike</b> in England <b>Slieve Donard</b> in Northern Ireland <b>Snowdon</b> in Wales.</li> <li>In Europe the most famous mountains are Mount Elbrus, Mont Blanc, Monte Rosa, Mount Etna, Mount Olympus, Mount Pico, and Ben Nevis.</li> </ul>	<ul style="list-style-type: none"> <li>North America is the third largest continent in the world and located in the Northern Hemisphere. The climate is very cold in the North, near the Arctic Circle however, it is very warm in the South close to the Equator.</li> <li>There are five environmental regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean.</li> <li>The Rocky Mountains are part of The Mountainous West and are North America's largest range. These Rockies stretch from the province of British Columbia, Canada to the U.S state of Mexico.</li> <li>Biomes are areas of the planet with similar climates, landscapes, animals and plants. There are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra. The biomes of the Rocky Mountains vary due to the differences in elevation of the mountains.</li> <li>The Rocky Mountains are an important habitat for a great deal of wildlife. The Rockies are also rich in minerals. Mines provide copper, gold, silver, lead, and zinc. There are also supplies of oil, natural gas, and coal.</li> </ul>
Key Substantive Knowledge: Mapping	<ul style="list-style-type: none"> <li>Anything south of the Equator is in the Southern Hemisphere and labelled °S and anything north of the Equator is in the Northern Hemisphere and labelled °N.</li> <li>The North Pole is 90°N and the South Pole is 90°S</li> <li>The line labelled 0° longitude is called the Greenwich Meridian and runs through London.</li> <li>Anything east of the Greenwich Meridian is in the Eastern Hemisphere and labelled °E and anything west of the Greenwich Meridian is in the Western Hemisphere and labelled °W</li> </ul>	<ul style="list-style-type: none"> <li>Atlases often contain additional data about countries, such as their population and land height.</li> <li>Topography is the arrangement of the natural and artificial physical features of an area.</li> <li>A contour line is a line on a map that is used to show high or low areas of land measured in metres above sea level.</li> <li>A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Anything south of the Equator is in the Southern Hemisphere and labelled °S and anything north of the Equator is in the Northern Hemisphere and labelled °N.</li> <li>The Tropic of Cancer is a line of latitude above the equator and the Tropic of Capricorn is a line of latitude below the equator.</li> <li>The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole-it is a very cold region all year round.</li> <li>Places near the Equator are hot all year round, but places further away such as the UK are cooler, as they receive less sunlight.</li> </ul>

Year 4 – Geography Autumn 2: Curriculum Overview				
Key Topic Question: What is the geography of the world?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What and where are the continents, oceans, poles and equator?</i>	<i>What are the 5 major lines of latitude?</i>	<i>What are the lines of longitude and why is the Greenwich Meridian important?</i>	<i>What is it like to live in the Arctic and why does nobody live in the Antarctic?</i>	<i>Where exactly are the continents and how does this affect the climate of the countries within them?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p><b>*Re-cap prior learning on continents &amp; oceans.</b></p> <ul style="list-style-type: none"> <li>World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world.</li> <li>The Equator is at the centre of lines of latitude and is at 0° latitude.</li> <li>Anything south of the Equator is in the Southern Hemisphere and labelled °S and anything north of the Equator is in the Northern Hemisphere and labelled °N.</li> <li>The North Pole is 90°N and the South Pole is 90°S</li> </ul>	<ul style="list-style-type: none"> <li>Lines of latitude are imaginary lines that circle the Earth parallel to the equator. They run in an east-west direction around the Earth.</li> <li>The Equator is at the centre of lines of latitude and is at 0° latitude.</li> <li>The Tropic of Cancer is a line of latitude above the equator and the Tropic of Capricorn is a line of latitude below the equator.</li> <li>The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole.</li> </ul>	<ul style="list-style-type: none"> <li>Lines of longitude run in a north-south direction around the Earth.</li> <li>The line labelled 0° longitude is called the Greenwich Meridian and runs through London.</li> <li>Anything east of the Greenwich Meridian is in the Eastern Hemisphere and labelled °E and anything west of the Greenwich Meridian is in the Western Hemisphere and labelled °W.</li> <li>Time in countries to the <b>east</b> of the Prime Meridian is always in front of that in the UK. Time in countries to the <b>west</b> of the Prime Meridian is always behind that of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>The Arctic is an area of frozen ocean mostly surrounded by land and the Antarctic is an area of frozen land surrounded by ocean.</li> <li>The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole. Both regions are very cold all year round.</li> <li><b>Antarctica</b> is the world’s southernmost continent. It is the location of the South Pole. There are no countries. It is the coldest continent- 98% ice.</li> </ul>	<ul style="list-style-type: none"> <li>Places near the Equator are hot all year round, but places further away such as the UK are cooler, as they receive less sunlight.</li> <li><b>Asia</b> is the largest continent in the world. - It is mainly located in the Eastern and Northern hemispheres. <b>Africa</b> is the 2nd largest continent. The continent straddles the Equator. <b>Europe</b> is the 2nd smallest continent. It is located in the northern hemisphere. <b>South America</b> is the 4th largest continent. It is located in the western hemisphere. <b>Australia</b> is the smallest continent in the world. It is located within the southern and eastern hemisphere.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate lines of latitude, longitude, poles and the continents and countries that they pass through.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate lines of latitude, longitude, poles and the continents and countries that they pass through.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Begin to appreciate why physical features such as climate will be different around the world.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate lines of latitude, longitude, poles and the continents and countries that they pass through.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Begin to appreciate why physical features such as climate will be different around the world.</li> </ul>	<p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Begin to appreciate why physical features such as climate will be different around the world.</li> <li>Explain what a place is like and why.</li> <li>Read weather and climate data.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate lines of latitude, longitude, poles and the continents and countries that they pass through.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Begin to appreciate why physical features such as climate will be different around the world.</li> <li>Explain what a place is like and why.</li> <li>Read weather and climate data.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Continent, land, sea, ocean, North Pole, South Pole, Earth, globe, lines, location, degrees, equator, latitude, longitude, Northern and South Hemisphere.	Degrees, equator, latitude, longitude, Northern and South Hemisphere, parallel, Earth, Tropics, Arctic and Antarctic Circles, North and South Pole.	Degrees, equator, latitude, longitude, Eastern and Western Hemisphere, parallel, Earth, Greenwich Meridian, time zones.	Arctic, Antarctic, ocean, continent, polar regions, latitude, North Pole, Southern ocean, Arctic ocean.	Continent, hemisphere, country, climate, location, physical features, equator, sunlight, cooler, hotter, windier, drier, wetter.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>Y2 Where in the world do we live:</b> The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun. The equator marks the different parts of the Earth: the northern and southern hemisphere. The United Kingdom is in the Northern Hemisphere. There are 7 continents and 5 oceans in the world.	<b>Y2 Where in the world do we live:</b> The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun. The North Pole is surrounded by the Arctic Ocean. The South Pole is located on Antarctica.	<b>Y2 Where in the world do I live:</b> The United Kingdom is in the Northern Hemisphere. <b>Y1 Where in the UK do I live:</b> London is the capital city of England.	<b>Y2 How are places in the world different:</b> Explored the animals and weather in places near to the different poles. Know that the weather and climate in both poles are similar <b>Y2 Where in the world do I live:</b> Oceans and continents of the world.	<b>Y2 Where in the world do we live:</b> There are 7 continents and 5 oceans in the world. The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun.

Year 4 – Geography Spring 2: Curriculum Overview				
Key Topic Question: Why are mountains magnificent?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What are mountains?</i>	<i>How are mountains formed?</i>	<i>Where are the highest mountains in the UK?</i>	<i>Where are the highest mountains in Europe?</i>	<i>Where are the world’s mountain ranges?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Mountains are areas of land that are much higher than the land surrounding them.</li> <li>They are higher and usually steeper than a hill and are generally over 600 metres high.</li> <li>They are often found together in a group called a mountain range.</li> </ul>	<ul style="list-style-type: none"> <li>The highest mountain ranges are created by <b>tectonic plates</b> pushing together and forcing the ground up where they meet.</li> <li>Tectonic plates are also at work under the <b>Atlantic Ocean</b>. Instead of forcing the ground up, the two plates in the middle of the Atlantic Ocean are actually <b>moving apart</b> in opposite directions. This causes lava to erupt and as it cools down the lava creates a long line of mountains under the ocean called the mid-ocean ridge.</li> </ul>	<ul style="list-style-type: none"> <li>The highest mountains in the UK are: <b>Ben Nevis</b> in Scotland (also the highest in the UK) <b>Scafell Pike</b> in England <b>Slieve Donard</b> in Northern Ireland <b>Snowdon</b> in Wales.</li> <li>Atlases often contain additional data about countries, such as their population and land height.</li> <li>Topography is the arrangement of the natural and artificial physical features of an area.</li> <li>A contour line is a line on a map that is used to show high or low areas of land measured in metres above sea level.</li> </ul>	<ul style="list-style-type: none"> <li>In Europe the most famous mountains are <b>Mount Elbrus</b>, <b>Mont Blanc</b>, <b>Monte Rosa</b>, <b>Mount Etna</b>, <b>Mount Olympus</b>, <b>Mount Pico</b>, and <b>Ben Nevis</b>.</li> <li>Lines of longitude and latitude together can describe the exact location of places and features.</li> <li>Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction.</li> <li>They are measured in degrees and the two numbers together are called coordinates.</li> </ul>	<ul style="list-style-type: none"> <li>Some well-known mountain ranges in the world include: <ul style="list-style-type: none"> <li>the <b>Himalayas</b> in Asia, the tallest mountain range in the world</li> <li>the <b>Andes</b> in South America, the longest range on land in the world</li> <li>the <b>Alps</b> in Europe</li> <li>the <b>Urals</b>, a natural border between Europe and Asia</li> <li>the <b>Rocky Mountains</b>, the longest range in North America</li> <li>the <b>Atlas mountains</b> in North Africa</li> </ul> </li> <li>Lines of longitude and latitude together can describe the exact location of places and features.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas to questions such as ‘What is it like?’</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Investigate mountains using Google Earth and satellite, aerial images.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas to questions such as ‘How did it get like this?’</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Investigate mountains using Google Earth and satellite, aerial images.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use ordnance survey maps to locate and identify mountains within the UK.</li> <li>Use six-figure grid references to give detailed information about locations on a map.</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Investigate places and themes at more than one scale. For example, investigate major physical features and mountain ranges of the UK, map and compare to global ranges-supported.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Map major mountain ranges and locate mountains on each continent using lines of latitude and longitude.</li> <li>Investigate mountains using Google Earth.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Map major mountain ranges and locate mountains on each continent using lines of latitude and longitude.</li> <li>Investigate mountains using Google Earth.</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Investigate places and themes at more than one scale. For example, investigate major physical features and mountain ranges of the UK, map and compare to global ranges-supported.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Mountains, land, areas, higher, steeper, hill, metres, high, mountain range, group.	Mountain, highest, mountain range, tectonic plates, ground up, moving apart, middle, Atlantic Ocean, lava, erupts, cools, ocean, mid-ocean ridge.	Mountains, United Kingdom, highest, land height, topographic map, artificial, natural, physical features, area, contour lines, OS map, metres, sea-level, six-figure, grid reference.	Europe, country, mountain, mountain range, location, map, atlas, globe, longitude, latitude, East- West, Earth, North-South, direction, lines, degrees, coordinates.	World, continent, border, mountain, mountain range, location, map, atlas, globe, longitude, latitude, East- West, Earth, North-South, direction, lines, degrees, coordinates.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>Y3 What is the geography of the United Kingdom?</b> Scotland and Wales are the most mountainous parts of the UK.	<b>Y2 Where in the world do I live?</b> An ocean is a large area of saltwater. There are five oceans in the World.	<b>Y1 Where in the UK do I live?</b> Mount Snowdon is the highest mountain in Wales. Ben Nevis is the highest mountain in Scotland and in the UK <b>Y3 What is the geography of the United Kingdom?</b> Scotland and Wales are the most mountainous parts of the UK.	<b>Y2 Where in the world do we live:</b> There are 7 continents in the world. The United Kingdom is in Europe. <b>Y4 What is the geography of the world?</b> World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world.	<b>Y2 Where in the world do we live:</b> There are 7 continents in the world. <b>Y4 What is the geography of the world?</b> World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world.

Year 4 – Geography Summer 2: Curriculum Overview				
Key Topic Question: What is special about the Rocky Mountains?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Where is North America and what countries are located within it?	What are its environmental regions?	Where are the Rocky Mountains located?	What biomes can be found within the Rocky Mountains?	What does the Rocky Mountains give us?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>North America is the third largest continent in the world and located in the Northern Hemisphere.</li> <li>The North of the continent is between the Arctic Circle and the Tropic of Cancer passes through the south of North America.</li> <li>The climate is very cold in the North, near the Arctic Circle however, it is very warm in the South close to the Equator.</li> </ul>	<ul style="list-style-type: none"> <li>There are five environmental regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean.</li> <li>In Mountainous West volcanic eruptions and earthquakes occur quite frequently.</li> <li>This can destroy towns and cities but it can also contribute to rich fertile soil for agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>The Rocky Mountains are part of The Mountainous West and are North America’s largest range.</li> <li>These Rockies stretch from the province of British Columbia, Canada to the U.S state of Mexico.</li> <li>Over 100 individual mountain ranges make up the Rockies. These are split into 4 zones: The Canadian Rockies, The Middles Rockies, The Southern Rockies and The Colorado Plateau.</li> </ul>	<ul style="list-style-type: none"> <li>Biomes are areas of the planet with similar <b>climates, landscapes, animals</b> and <b>plants</b>.</li> <li>What lives in each biome depends on: how <b>warm</b> or <b>cold</b> it is; how <b>dry</b> or <b>wet</b> it is; how fertile the <b>soil</b> is.</li> <li>There are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra.</li> <li>The biomes of the Rocky Mountains vary due to the differences in elevation of the mountains.</li> </ul>	<ul style="list-style-type: none"> <li>The Rocky Mountains are an important habitat for a great deal of wildlife. This along with spectacular scenery Rockies attracts many tourists.</li> <li>The Rockies are also rich in minerals. Mines provide copper, gold, silver, lead, and zinc. There are also supplies of oil, natural gas, and coal.</li> <li>Much of the mountain range has been given National Park status so that its wildlife will remain protected from development and building work.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate: the continent of North America, the countries within it and the oceans that surround it.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Begin to appreciate why physical features such as climate will be different around the world.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate continents, countries and regions and describe features studied.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Explain what a place is like and why.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Investigate places and themes at more than one scale-how do does North America’s largest mountain range compare to the mountain ranges within the UK?</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Explain what a place is like and why.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate continents, countries and regions and describe features studied.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Understand what a biome is and describe some of the major biomes around the world.</li> </ul>	<p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Recognise how living things adapt to their environment and why habitats may need protection.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Continent, country, hemisphere, location lines of latitude, lines of longitude, climate.	Regions, volcanic eruptions, earthquakes, lava, nutrients, fertile, agriculture, benefits, disadvantages	Region, mountainous, mountain range, Rocky Mountains, North America, Pennines, United Kingdom, zones.	Biome, climate, landscape, animals, plants, warm, cold, dry, wet, fertile, elevation, mountains, Rainforest, Desert, Savannah, Woodland, Grassland, Tundra, Alpine Tundra.	Wild life, habitat, tourism, human interaction, natural resources, dependant, protection.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>Y2 Where in the World do I live?</b> Seven continents of the world and the five oceans.</p> <p><b>Y2 How are places in the World different?</b> Weather patterns and climate. The equator and the poles.</p> <p><b>Y4 What is the geography of the world?</b> Lines of latitude and longitude, tropics of Cancer and Capricorn.</p>	<p><b>Y3 How does the North East region of the UK compare to Greater London?</b> The regions of the UK and how they have different human and physical features.</p>	<p><b>Y4 Why are mountains magnificent?</b> How mountains are formed and the major mountains and mountain ranges within the United Kingdom, Europe and the World.</p>	<p><b>Y2 How are places in the World different?</b> Weather patterns and climate.</p> <p><b>Y4 What is the geography of the world?</b> How location of a place in the world has an impact on its climate-poles, hemispheres, equator.</p>	<p><b>Y2 What are the features of the seaside?</b> How and why we need to protect our coastal areas.</p> <p><b>Y3 Why are rivers important?</b> Benefits and disadvantages of living close to rivers. How rivers are important and what they give to the wildlife that they are home to.</p>

# Year Five Curriculum Sequencing

Year 5			
	Autumn What do maps tell us about our locality?	Spring What do maps tell us about our World?	Summer What is special about the rainforest?
Disciplinary Skills and Knowledge	<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate.</li> <li>Recognise ordnance survey symbols.</li> <li>Be familiar with topographical maps and know about contours etc.</li> <li>Use six-figure grid references to locate places and features.</li> <li>Use the eight compass points to know the direction of travel.</li> </ul> <b>Collecting, Analysing ang Interpreting</b> <ul style="list-style-type: none"> <li>Use fieldwork to observe and record features in the local area including sketch maps and graphs.</li> </ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Use OS symbols and create a key.</li> <li>Use OS maps to create routes using grid references and compass directions.</li> </ul>	<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate.</li> <li>Use lines of latitude and longitude to locate European cities using coordinates.</li> <li>Use maps to locate different time and climate zones.</li> </ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Describe the location of a European city using lines of latitude and longitude coordinates.</li> <li>Use key geographical vocabulary to explain different time zones and climate zones around the world.</li> </ul>	<b>Enquiry</b> <ul style="list-style-type: none"> <li>Initiate geographical enquiry questions and answer questions offering relevant explanations.</li> </ul> <b>Collecting, Analysing and Interpreting</b> <ul style="list-style-type: none"> <li>Use and interpret graphs and charts to identify key characteristics such as species of trees and plant life.</li> </ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate.</li> </ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Describe a tropical rainforest biome using key geographical vocabulary.</li> </ul> <b>Evaluating and Debating</b> <ul style="list-style-type: none"> <li>Evaluate the impact of human processes on the rainforest and debate the impact of deforestation.</li> </ul>
Key Substantive Knowledge	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>Some maps have only numbers, these are called the Easting and Northing numbers; four-figure grid references (Year 3) allow a grid square to be identified and six-figure grid references enable a particular feature to be located within in it.</li> <li>Ordnance survey is Britain’s mapping agency. Ordnance survey uses different shapes, colours and symbols to show roads, buildings, rivers and other features of a landscape.</li> <li>Landscape features and places (both human and physical) can be located on an Ordnance survey map through the use of grid references and grid squares.</li> <li>OS maps allow you to accurately plan a journey, giving an indication of landmarks and features you will pass along the route, as well as how far you will be travelling.</li> <li>How to orientate a map with a compass and use all 8 compass points.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>Invisible lines of latitude and longitude form a grid over the Earth. These lines help to create a coordinate to locate a place accurately.</li> <li>As latitude increases towards the north or south away from the equator, then temperatures become cooler. This is because as latitude increases, the Sun’s rays are shining on the planet less directly.</li> <li>This creates three main climate zones across our planet: <ul style="list-style-type: none"> <li>Polar-within the Arctic and Antarctic circles-much colder as receive least sun exposure.</li> <li>Temperate-areas between tropical and polar-experience a wide variety in climate and usually have 4 seasons.</li> <li>Tropical-from the Equator to the tropics-receives most sun exposure so hot all year round.</li> </ul> </li> <li>Time is different depending on where you are in the world. Midday (12 noon) is the time when the sun is highest in the sky. The sun is highest in the sky at different times in different places in the world. So for every place in the world to have midday when the sun is highest, we have to divide the world into time zones.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>A rainforest is a tall, dense forest that receives lots of rain every year. There are two types of rainforests: tropical rainforests and temperate rainforests. Tropical rainforests lie along the equator, mainly between the Tropics of Cancer and Capricorn.</li> <li>A tropical rainforest biome has four major characteristics: <ul style="list-style-type: none"> <li>Very high annual rainfall.</li> <li>High average temperatures</li> <li>Nutrient-poor soil</li> <li>High levels of biodiversity.</li> </ul> </li> <li>The UK has a temperate forest biome. Its characteristics are: <ul style="list-style-type: none"> <li>It often rains</li> <li>Most are the trees are deciduous because we live in a deciduous forest vegetation belt.</li> <li>Rotted leaves and other decaying matter provide rich, deep, fertile soil for trees to grow strong roots.</li> </ul> </li> <li>Different plants and animals can be found living within the different layers of the rainforest. They have different physical features that enable them to survive in a particular area of the rainforest.</li> <li>Deforestation is the removal of trees. It fuels climate change and threatens the health of the whole planet.</li> </ul>
Key Substantive Knowledge: Mapping	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>Grid references can be made even more specific by adding an extra digit to both the Easting and Northing numbers. These are called six-figure grid references.</li> <li>The ‘Eastings’ and ‘Northings’ are the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northing.</li> <li>Ordnance survey maps are printed with a scale bar that converts the distance you measure on a map (usually in cm or inches) in real life distance (usually in km or miles).</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>Lines of latitude and longitude help to create a coordinate to locate a place accurately.</li> <li>Numbers and letters are used to create this coordinate.</li> <li>Within the coordinate, the ° stands for degrees and the ' stands for minutes.</li> <li>The letters relate to north, south, east or west and are shown as capitals.</li> <li>The latitude is always given first.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>Aerial photographs can be used to identify what a place is like but also to compare how it has changed.</li> <li>Scientists have used satellite images to monitor the deforestation of the rainforest for decades.</li> <li>Satellites have played a key role in monitoring and reducing the rate of deforestation in the rainforest.</li> </ul>

Year 5 – Geography Autumn 2: Curriculum Overview				
Key Topic Question: What do maps tell us about our locality?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What are the basic features of an ordnance survey map?</i>	<i>How do we identify and plot six-figure grid references?</i>	<i>What places and features within our local area can be located using grid references and grid squares?</i>	<i>How and why is a compass used to navigate and locate?</i>	<i>How do we plot a short route and mark it on an OS map of our locality?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Ordnance survey is Britain’s mapping agency. Ordnance survey uses different shapes, colours and symbols to show roads, buildings, rivers and other features of a landscape.</li> <li>Scale tells you how much the land has been scaled down to fit on the paper. If the scale of a map is 1:50 000 then everything on the map will be 50,000 times smaller than it is in reality.</li> <li>Ordnance survey maps are printed with a scale bar that converts the distance you measure on a map (usually in cm or inches) in real life distance (usually in km or miles).</li> </ul>	<ul style="list-style-type: none"> <li>Ordnance Survey maps are covered in a series of faint blue lines that make up a grid. The lines have numbers accompanying them that allow you to accurately pinpoint your location on a map. This series of numbers is known as a grid reference.</li> <li>The numbers going across the face of the map (left to right) are called eastings (this is because they are heading eastward); the numbers going up the face of the map from bottom to top are called northings (again because they are heading in a northward direction).</li> <li>Grid references can be made even more specific by adding an extra digit to both the Easting and Northing numbers. These are called six-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>Grid references can be made even more specific by adding an extra digit to both the Easting and Northing numbers. These are called six-figure grid references.</li> <li>Landscape features and places (both human and physical) can be located on an Ordnance survey map through the use of grid references and grid squares.</li> <li>Ordnance survey uses different shapes, colours and symbols to show roads, buildings, rivers and other features of a landscape.</li> <li>The ‘Eastings’ and ‘Northings’ are the numbers around the edge of an OS map.</li> <li>To pinpoint a place you take the Eastings number first, then the Northing.</li> </ul>	<ul style="list-style-type: none"> <li>Cardinal points on a compass are North, East, South, and West.</li> <li>Half way between the four main compass points, there are four other points: north-east, south-east, south-west and north-west. These are called Ordinal points. This makes an eight-point compass.</li> <li>Ordnance Survey maps are always printed so that north is at the top of the map.</li> </ul>	<ul style="list-style-type: none"> <li>Four-figure/Six-figure grid references and compass points can be used to plan a route using a map.</li> <li>Landmarks can be identified along the route using four/six-figure grid references.</li> <li>The direction of travel between each point can be recorded using compass directions.</li> <li>OS maps allow you to accurately plan a journey, giving an indication of landmarks and features you will pass along the route, as well as how far you will be travelling.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Recognise ordnance survey symbols.</li> <li>Be familiar with topographical maps and know about contours etc.</li> </ul>	<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Recognise ordnance survey symbols.</li> <li>Be familiar with topographical maps and know about contours etc.</li> <li>Use six-figure grid references to locate places and features.</li> </ul>	<b>Collecting, Analysing ang Interpreting</b> <ul style="list-style-type: none"> <li>Use fieldwork to observe and record features in the local area including sketch maps and graphs.</li> </ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Draw sketch maps of different places using photographs.</li> <li>Use OS symbols and create a key.</li> </ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Recognise ordnance survey symbols.</li> <li>Use six-figure grid references to locate places and features.</li> </ul>	<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Recognise ordnance survey symbols.</li> <li>Be familiar with topographical maps and know about contours etc.</li> <li>Use six-figure grid references to locate places and features.</li> <li>Use the eight compass points to know the direction of travel.</li> </ul>	<b>Collecting, Analysing ang Interpreting</b> <ul style="list-style-type: none"> <li>Use fieldwork to observe and record features in the local area including sketch maps and graphs.</li> </ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Use OS symbols and create a key.</li> <li>Use OS maps to create routes using grid references and compass directions.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Ordnance survey map, scale, map, symbol, topographic, contours, land.	Ordnance survey map, grid, grid reference, eastings, northings, eastward, northward, six-figure grid reference.	Ordnance survey map, grid, grid reference, eastings, northings, eastward, northward, six-figure grid reference, geographical features.	Needle, direction, compass, point, cardinal points, ordinal points, ordnance survey map, navigate, location, position.	Ordnance survey map, grid, grid reference, compass, direction of travel, six-figure grid reference, geographical features, landmarks.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>Y3 What is the geography of the UK:</b> Most types of maps have evenly spaced horizontal and vertical lines that form a grid. Grid lines enable us to locate a place or feature precisely on the map.	<b>Y3 What is the geography of the UK:</b> A four-figure grid reference can be used to pinpoint a location to within a square. Maths knowledge of coordinates (along the corridor and up the stairs).	<b>Y3 What is the geography of the UK:</b> Used an atlas to identify and locate key geographical features of the UK such as rivers, mountain ranges, coastlines and land-use patterns. Maths knowledge of coordinates (along the corridor and up the stairs).	<b>KS1 Maths and Geography:</b> The four main points of the compass are north, east, south and west.	<b>KS1 Maths and Geography:</b> The four main points of the compass are north, east, south and west. A route is a journey that takes you from one place to another.

Year 5 – Geography Spring 2: Curriculum Overview				
Key Topic Question: What do maps tell us about the World?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What can we remember about the way our world is mapped?</i>	<i>How do we use this information to locate European cities?</i>	<i>How can we identify the coordinates of different European cities?</i>	<i>What are climate zones?</i>	<i>What are time zones?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Invisible lines of latitude and longitude form a grid over the Earth. These lines help to create a coordinate to locate a place accurately.</li> <li>Lines of latitude (also known as <b>parallels</b>) circle the Earth from east to west. These invisible lines are all the same distance apart. These are measured in degrees. Each degree of latitude is separated into smaller divisions called minutes.</li> <li>Lines of longitude (also known as meridians of longitude) run north and south. These lines are measured in the same way as the lines of latitude. Lines of longitude are not equal distances (equidistant) from each other.</li> </ul>	<ul style="list-style-type: none"> <li>Lines of latitude and longitude help to create a coordinate to locate a place accurately.</li> <li>Numbers and letters are used to create this coordinate.</li> <li>Within the coordinate, the ° stands for degrees and the ' stands for minutes.</li> <li>The letters relate to north, south, east or west and are shown as capitals.</li> <li>The latitude is always given first.</li> </ul>	<ul style="list-style-type: none"> <li>Lines of latitude and longitude help to create a coordinate to locate a place accurately.</li> <li>Numbers and letters are used to create this coordinate.</li> <li>Within the coordinate, the ° stands for degrees and the ' stands for minutes.</li> <li>The letters relate to north, south, east or west and are shown as capitals.</li> <li>The latitude is always given first.</li> </ul>	<ul style="list-style-type: none"> <li>As latitude increases towards the north or south away from the equator, then temperatures become cooler. This is because as latitude increases, the Sun’s rays are shining on the planet less directly.</li> <li>This creates three main climate zones across our planet: <ul style="list-style-type: none"> <li>Polar-within the Arctic and Antarctic circles-much colder as receive least sun exposure.</li> <li>Temperate-areas between tropical and polar-experience a wide variety in climate and usually have 4 seasons.</li> <li>Tropical-from the Equator to the tropics-receives most sun exposure so hot all year round.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Time is different depending on where you are in the world.</li> <li>Midday (12 noon) is the time when the sun is highest in the sky. The sun is highest in the sky at different times in different places in the world. So for every place in the world to have midday when the sun is highest, we have to divide the world into time zones.</li> <li>The Earth is a sphere divided into 360 degrees. The Earth turns 360 degrees in 24 hours. 360 divided by 24 is 15 degrees so the Earth turns 15 degrees each hour.</li> <li>The Earth has 24 different time zones and local time depends on which time zone you are in.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate.</li> <li>Use lines of latitude and longitude to locate European cities using coordinates.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to identify location.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Describe the location of a European city using lines of latitude and longitude coordinates.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps to locate different time and climate zones.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Use key geographical vocabulary to explain different time zones and climate zones around the world.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps to locate different time and climate zones.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Use key geographical vocabulary to explain different time zones and climate zones around the world.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Map, globe, latitude, longitude, coordinate, Earth, East, West, North, South, lines, degrees.	Map, globe, latitude, longitude, coordinate, Earth, East, West, North, South, lines, degrees.	Map, globe, latitude, longitude, coordinate, Earth, East, West, North, South, lines, degrees.	Latitude, equator, temperature, planet, sun’s rays, climate zone, Polar, Temperate, Tropical, seasons, exposure, sunlight.	World, time, midday, sun, highest, Earth, time zones, hours, degrees, local time.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>Y2 Where in the world do I live?</b> The equator is a line of latitude that runs around the middle of the Earth and is halfway between the North and South Poles.</p> <p><b>Y4 What is the geography of the world?</b> Important lines of latitude are: Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn and Antarctic Circle. The prime meridian or Greenwich meridian line is a line of longitude at 0 degrees. It passes right through Greenwich in London.</p>	<p><b>Y2 Where in the World do I live?</b> The UK is in the Northern Hemisphere and is in Europe.</p> <p><b>Y4 What is the geography of the world?</b> Europe is the 2nd smallest continent. It is located in the northern hemisphere.</p>	<p><b>Y4 What is special about the Rocky Mountains?</b> Anything south of the Equator is in the Southern Hemisphere and labelled °S and anything north of the Equator is in the Northern Hemisphere and labelled °N.</p>	<p><b>Y2 How are places in the world different?</b> The UK has a temperate climate which means it has four seasons with cool winters and warm summers. Rio De Janeiro has a tropical climate which means that it is hot all year round but also very wet.</p> <p><b>Y4 What is special about the Rocky Mountains?</b> The climate is very cold in the North, near the Arctic Circle however, it is very warm in the South close to the Equator.</p>	<p><b>Y4 What is the geography of the world?</b> Anything east of the Greenwich Meridian is in the Eastern Hemisphere and labelled °E and anything west of the Greenwich Meridian is in the Western Hemisphere and labelled °W.</p> <p>Time in countries to the <b>east</b> of the Prime Meridian is always in front of that in the UK. Time in countries to the <b>west</b> of the Prime Meridian is always behind that of the UK.</p>

Year 5 – Geography Summer 2: Curriculum Overview				
Key Topic Question: What is so special about rainforests?				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is a rainforest and where are the world’s tropical rainforests?	What are the characteristics of a tropical rainforest biome? How do plants and animals adapt to living in this environment?	What are the characteristics of a local temperate forest biome? What plants and animals can be found there?	Why is the Amazon rainforest so important?	What is deforestation and what is the impact of this?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>A rainforest is a tall, dense forest that receives lots of rain every year.</li> <li>There are two types of rainforests: tropical rainforests and temperate rainforests.</li> <li>England’s woods and forests are located within a temperate biome.</li> <li>Tropical rainforests lie along the equator, mainly between the Tropics of Cancer and Capricorn.</li> <li>The Amazon rainforest is the biggest forest on Earth.</li> <li>It is made up of billions of trees that stretch across nine countries.</li> </ul>	<ul style="list-style-type: none"> <li>A tropical rainforest biome has four major characteristics:               <ul style="list-style-type: none"> <li>Very high annual rainfall.</li> <li>High average temperatures</li> <li>Nutrient-poor soil</li> <li>High levels of biodiversity.</li> </ul> </li> <li>Different plants and animals can be found living within the different layers of the rainforest.</li> <li>Plants adapt by growing thick waxy leaves that allow water to drain quickly or by growing on tree trunks to get more light.</li> <li>Animals have different physical features that enable them to survive in a particular area of the rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>The UK has a temperate forest biome. Its characteristics are:               <ul style="list-style-type: none"> <li>It often rains</li> <li>Most are the trees are deciduous because we live in a deciduous forest vegetation belt.</li> <li>Rotted leaves and other decaying matter provide rich, deep, fertile soil for trees to grow strong roots.</li> </ul> </li> <li>Qualitative fieldwork is when we collect data that can give you in-depth information about specific things.</li> <li>Quantitative fieldwork is when we collect data which involves numerical information, e.g. counting, timing and measuring.</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous people live in the rainforests and rely on it for food, shelter and medicine.</li> <li>There is more biodiversity in the amazon rainforest than anywhere else on Earth.</li> <li>Farmers in South American countries rely on rain from the Amazon’s flying rivers to grow their crops.</li> <li>The trees produce the oxygen we breathe and soak up the pollution we create.</li> </ul>	<ul style="list-style-type: none"> <li>Deforestation is the removal of trees. It fuels climate change and threatens the health of the whole planet.</li> <li>Cutting down the rainforest changes the weather as water vapour from the trees creates rain so fewer trees means less rain.</li> <li>Trees are also burnt down to clear the land for cattle ranching, which increases methane, a greenhouse gas and destroys the biodiversity of the rainforest.</li> <li>Satellites have played a key role in monitoring and reducing the rate of deforestation in the rainforest.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate.</li> <li>Use satellite images and aerial photographs to identify physical and human features.</li> </ul>	<p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Use and interpret graphs and charts to identify key characteristics such as temperature and rainfall.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Describe a tropical rainforest biome using key geographical vocabulary.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Initiate geographical enquiry questions and answer questions offering relevant explanations.</li> </ul> <p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate.</li> </ul> <p><b>Collecting, Analysing and Interpreting</b></p> <ul style="list-style-type: none"> <li>Use and interpret graphs and charts to identify key characteristics such as species of trees and plant life.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>Initiate geographical enquiry questions and answer questions offering relevant explanations.</li> </ul>	<p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>Map the impact of farming on the rainforest.</li> </ul> <p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>Evaluate the impact of human processes on the rainforest and debate the impact of deforestation.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Rainforest, biome, biodiversity, forest, trees, dense, tropical, temperate, equator, Amazon rainforest.	Tropical rainforest, biome, characteristics, rainfall, temperature, averages, impact, biodiversity, vegetation.	Temperate, woodland, forest, compare, contrast, biome, vegetation belt, fieldwork, qualitative data, quantitative data, deciduous, trees, plant life.	Indigenous, shelter, food, medicine, community, biodiversity, crops, agriculture, fertile, oxygen, carbon dioxide.	Large-scale farming, cutting and burning down trees, deforestation, removal, climate, threat, protection, endangered, greenhouse gas, weather.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>Y2 How are places in the world different?</b> The UK has a temperate climate which means it has four seasons with cool winters and warm summers.</p> <p><b>Y5 What do maps tell us about the world?</b> There are three climate zones in the world- Temperate-areas between tropical and polar- experience a wide variety in climate and usually have 4 seasons.</p>	<p><b>Y4 What is special about the Rocky Mountains?</b> Biomes are areas of the planet with similar <b>climates, landscapes, animals</b> and <b>plants</b>. What lives in each biome depends on: how <b>warm</b> or <b>cold</b> it is; how <b>dry</b> or <b>wet</b> it is; how fertile the <b>soil</b> is. There are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra.</p>	<p><b>KS2 Maths-data collection and handling</b></p> <p><b>KS1 Science- Types of trees</b></p> <p><b>Y4 What is special about the Rocky Mountains?</b> What lives in each biome depends on: how <b>warm</b> or <b>cold</b> it is; how <b>dry</b> or <b>wet</b> it is; how fertile the <b>soil</b> is.</p>	<p><b>Y3 Why are rivers important?</b> Benefits and disadvantages of living close to rivers. How rivers are important and what they give to the wildlife that they are home to.</p> <p><b>Y4 What is special about the Rocky Mountains?</b> The Rocky Mountains are an important habitat for a great deal of wildlife. They are also rich in minerals and supplies oil, natural gas and coal.</p>	<p><b>Y2 What are the features of the seaside?</b> How and why we need to protect our coastal areas.</p> <p><b>Y4 What is special about the Rocky Mountains?</b> Much of the mountain range has been given National Park status so that its wildlife will remain protected from development and building work.</p>

# Year Six Curriculum Sequencing

	Year 6		
	Autumn What is the geography of Europe?	Spring Which region of Iceland has the most volcanoes?	Summer How are the Earth's natural resources distributed?
Disciplinary Skills and Knowledge	<b>Enquiry</b> <ul style="list-style-type: none"><li>Initiate geographical enquiry questions and offer explanations for observations or judgements about places.</li></ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"><li>Use a range of maps including topographic.</li><li>Use lines of longitude and latitude to describe and identify geographical features.</li></ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"><li>Use diagrams to supports writing short descriptions including explanation, of geographical features.</li><li>Explain how one feature can be caused by another.</li></ul> <b>Evaluating and Debating</b> <ul style="list-style-type: none"><li>Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</li></ul>	<b>Enquiry</b> <ul style="list-style-type: none"><li>Initiate geographical enquiry questions and offer explanations for observations or judgements about places.</li></ul> <b>Collecting, Analysing ang Interpreting</b> <ul style="list-style-type: none"><li>Use and interpret graphs to record features such as volcanoes or earthquakes.</li></ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"><li>Use maps, atlases, globes and computer mapping apps to locate and describe features studied e.g. volcanic areas.</li></ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"><li>Know how to identify human and physical characteristics and land use patterns.</li><li>Appreciate why people would choose to live where they do, despite a place having physical features that can make living there challenging.</li></ul> <b>Evaluating and Debating</b> <ul style="list-style-type: none"><li>Recognise how living things, including humans, adapt in order to live near to active volcanoes or within earthquake zones.</li></ul>	<b>Collecting, Analysing and Interpreting</b> <ul style="list-style-type: none"><li>Use and interpret a range of graphs and charts to record features such as natural resources and their uses.</li></ul> <b>Interpreting Sources</b> <ul style="list-style-type: none"><li>Use maps, atlases, globes and computer mapping apps to locate and describe features studied e.g. natural resources.</li></ul> <b>Analysing and Communicating</b> <ul style="list-style-type: none"><li>Know how to identify human and physical characteristics and consider the impact of human-environment interaction.</li><li>Understand what is meant by being environmentally friendly.</li></ul> <b>Evaluating and Debating</b> <ul style="list-style-type: none"><li>Reflect on key changes that have occurred in the use and extraction of natural resources.</li><li>Understand the issues associated with human use of natural resources.</li></ul>
Key Substantive Knowledge	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>Europe is the second-smallest continent and is located in the Northern Hemisphere. It is above the Equator and the very north of the continent is within the arctic circle. It has over 40 countries.</li> <li>Europe's largest river is the Volga, which flows through Russia; its second largest river is the Danube, which flows through ten countries. The Alps mountain range also spans across eight different countries in Europe.</li> <li>There are five different categories of climate zone: tropical, desert, temperate, continental and polar. Much of Europe has a temperate climate, meaning there are warm summers and colder winters. Some Northern areas have a polar climate and some southern areas have a much warmer climate.</li> <li>There is a link between the food grown in a country, as well as other forms of economic activity, and its climate and topography.</li> <li>Europe has a high population density compared to other continents; this means it has a high number of people per square km of land.</li> <li>Migration of humans is the seasonal or long-term movement of humans from one area of the Earth to another. People choose to move within and between countries for both economic, social and physical reasons.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>The Earth is made up of different layers; the crust (together with the upper layer of the mantle) is made up of different pieces called tectonic plates. Earthquakes are caused when the Earth's tectonic plates slide together or move apart creating friction and causing energy to build up and be released.</li> <li>A volcano is an opening in the Earth's crust that allows magma, hot ashes and gases to escape. Most volcanic eruptions are caused by tectonic plates moving towards each other.</li> <li>Why regions of Iceland and its islands are geologically unstable and understand how human and physical features are impacted in active volcanic areas/regions.</li> <li>The benefits of volcanic eruptions on the economy of a country due to tourism and the natural resources that they can lead to e.g. geothermal heat.</li> <li>How living things, including humans adapt in order to live in places near to active volcanoes.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>A natural resource is something that is found in nature and can be used by people. Earth's natural resources include light, air, water, plants, animals, soil, stone, minerals, and fossil fuels.</li> <li>Every place on Earth has its own unique group of natural resources. Some countries have lots of oil or diamonds. Natural resources are distributed on the Earth unevenly, which means that there are different amounts of them in different places.</li> <li>Trade is an agreement between two countries to buy and sell goods. Fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source, to help them to improve their social and environmental situations.</li> <li>Natural resources that are limited and will run out eventually are known as non-renewable. Other natural resources can be replaced and these are known as renewable.</li> <li>Extractions of natural resources can have a negative impact on the environment through pollution, deforestation, climate change and soul degradation.</li> </ul>
Key Substantive Knowledge: Mapping	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>To use maps of Europe to identify countries, and regions within those countries.</li> <li>To use maps to identify climate zones, as well as other major physical features of countries within Europe.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>To use maps of Europe to identify countries, and regions within those countries, with active volcanoes.</li> <li>To use maps and atlases to develop more in-depth knowledge of a region of Iceland.</li> <li>To use lines of longitude and latitude to identify the exact location of volcanoes.</li> </ul>	<b>Children need to learn:</b> <ul style="list-style-type: none"> <li>To use world maps to identify physical features such as natural resources and the location of human features such as coal mines and oil rigs.</li> </ul>

Year 6 – Geography Autumn 2: Curriculum Overview				
Key Topic Question: What is the geography of Europe?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Where is Europe and which countries/cities are within it?</i>	<i>What are Europe’s most significant physical features?</i>	<i>What do we want to find out about Europe’s capitals?</i>	<i>How are climate and industries in Europe linked?</i>	<i>Why do people move and is migration always positive?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>✚ <b>Re-cap</b> A continent is a large area of land that includes all the islands and countries that are within it. There are seven continents in the world.</li> <li>✚ <b>Europe is the second-smallest continent and is located in the Northern Hemisphere. It is above the Equator and the very north of the continent is within the arctic circle. It has over 40 countries.</b></li> <li>✚ The largest country in Europe by both land size and population is Russia. Russia is another unusual country because it also a part of Asia. After Russia, the three European countries with the largest populations are Germany, the United Kingdom, then France.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Europe’s most significant physical features are rivers as these were useful for farming trade, and transport of supplies, when the cities of Europe were first established</li> <li>✚ <b>Europe’s largest river is the Volga, which flows through Russia; its second largest river is the Danube, which flows through ten countries.</b></li> <li>✚ <b>The Alps mountain range also spans across eight different countries in Europe.</b></li> <li>✚ A topographical map shows the physical shape, including rivers, valleys, hills, of a particular area.</li> </ul>	<ul style="list-style-type: none"> <li>✚ A profile of a place includes information about its location, as well as human and physical features.</li> <li>✚ Landmarks can be both human and physical.</li> <li>✚ <b>A topographical map shows the physical shape, including rivers, valleys, hills, of a particular area.</b></li> </ul>	<ul style="list-style-type: none"> <li>✚ <b>There are five different categories of climate zone: tropical, desert, temperate, continental and polar.</b> Much of Europe has a temperate climate, meaning there are warm summers and colder winters. Some Northern areas have a polar climate and some southern areas have a much warmer climate.</li> <li>✚ <b>There is a link between the food grown in a country, as well as other forms of economic activity, and its climate and topography.</b></li> <li>✚ Cheese has been made for thousands of years in France because the climate in large parts of the country is ideal for farming cattle.</li> </ul>	<ul style="list-style-type: none"> <li>✚ <b>Migration of humans is the seasonal or long-term movement of humans from one area of the Earth to another.</b></li> <li>✚ <b>People choose to move within and between countries for both economic, social and physical reasons.</b></li> <li>✚ <b>Europe has a high population density compared to other continents; this means it has a high number of people per square km of land.</b></li> <li>✚ Migration can have positive and negative effects on both the host country and the country losing the people.</li> <li>✚</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>✚ Use lines of longitude and latitude coordinates to describe and identify the location of places.</li> </ul>	<p><b>Interpreting Sources</b></p> <ul style="list-style-type: none"> <li>✚ Use a range of maps including topographic.</li> <li>✚ Use lines of longitude and latitude to describe and identify geographical features.</li> </ul>	<p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>✚ Initiate geographical enquiry questions and offer explanations for observations or judgements about places.</li> </ul> <p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>✚ Use diagrams and maps to support writing more detailed responses to questions, including explanation, of geographical features.</li> </ul>	<p><b>Analysing and Communicating</b></p> <ul style="list-style-type: none"> <li>✚ Use diagrams to supports writing short descriptions including explanation, of geographical features.</li> <li>✚ Explain how one feature can be caused by another.</li> </ul>	<p><b>Evaluating and Debating</b></p> <ul style="list-style-type: none"> <li>✚ Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
<b>Population, characteristic, located, land size, population,</b>	<b>Significant, trade, transport, established, spans, range.</b>	<b>Geographical, culture, heritage, population, landmark.</b>	<b>Continental, desert, tropical temperate, polar.</b>	<b>Seasonal, long-term, economic, density, host.</b>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><b>KS1-</b>Learnt about the 7 continents and 5 oceans of the world. Know about the equator and northern and southern hemisphere.</p> <p><b>Y4:</b> What is the geography of the world. Know the exact location of different continents. Geography of the UK-know what a city is and have located cities within the UK.</p>	<p><b>Y3:</b> Geography of the UK-used maps and aerial photographs to locate physical features within the UK.</p> <p><b>Y3:</b> Rivers-identified major rivers within different regions and cities of the UK.</p> <p><b>Y4:</b> Mountains-learnt how mountains are formed and will have located mountains and mountain ranges using atlases and maps.</p>	<p><b>KS1-</b>Learnt about the capital cities of the UK including identifying some of their human and physical features.</p> <p><b>Y3/4:</b> Used topographic maps through their studies of rivers and mountains. Identify human and physical features of two regions of the England.</p>	<p><b>Y4-</b>Geography of the world know that the location of places impacts the climate.</p>	<p><b>KS1-</b>Looked at the difference between their village and the city of Kingston in Jamaica.</p> <p><b>Y3:</b>Evaluated and debated whether it would be better to live in the North East or Greater London.</p> <p><b>Y4:</b> Evaluated the impact of humans on the Rocky Mountains.</p>

Year 6 – Geography Spring 2: Curriculum Overview				
Key Topic Question: Which region of Iceland has the most active volcanoes?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is inside the Earth and what causes Earthquakes?</i>	<i>What are volcanoes?</i>	<i>Which countries in Europe have the most active volcanoes?</i>	<i>Why are volcanoes a fact of life in Iceland?</i>	<i>What happened 50 years ago on the Icelandic island of Heimaey?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>Earth is made up of different layers; the crust (together with the upper layer of the mantle) is made up of different pieces called tectonic plates.</li> <li>Tectonic plates move a few centimetres each year in different directions and at different speeds.</li> <li>Earthquakes are caused when the Earth's tectonic plates slide together or move apart creating friction and causing energy to build up.</li> <li>This can become so great that the energy is released causing a shockwave-an earthquake.</li> </ul>	<ul style="list-style-type: none"> <li>A volcano is an opening in the Earth's crust that allows magma, hot ashes and gases to escape.</li> <li>Most volcanic eruptions are caused by tectonic plates moving towards each other.</li> <li>Both volcanoes and earthquakes occur due to movement of the Earth's tectonic plates.</li> <li>They are both caused by the heat and energy releasing from the Earth's core.</li> <li>Earthquakes can trigger volcanic eruptions through severe movement of tectonic plates.</li> </ul>	<ul style="list-style-type: none"> <li>Maps can be used to identify inactive and active volcanoes within a country.</li> <li>Use of lines of latitude and longitude to pinpoint the exact location of volcanoes within Europe.</li> <li>Iceland is one of the world's most volcanically active areas.</li> </ul>	<ul style="list-style-type: none"> <li>Iceland sits on top of the Mid-Atlantic Ridge, a long crack in the ocean floor caused by the separation of the North American and Eurasian tectonic plates.</li> <li>The level of volcanic activity has impacted the physical and human characteristics of the country.</li> <li>Physical features include, mountainous landscapes, black lava fields and geothermal pools.</li> <li>Human features include, changes to the economy as they are now more reliant on tourism than farming practices.</li> </ul>	<ul style="list-style-type: none"> <li>The Heimaey eruption in 1973 was a significant event in Iceland's history. It lasted for nearly 6 months and resulted in the entire island being evacuated.</li> <li>Despite the devastating impact of the eruption, many of the residents chose to return and rebuild their homes and community.</li> <li>The harbour was vital to the island's economy so during this time, the residents developed a network of pipes to spray tonnes of seawater onto the lava, in order to preserve it.</li> <li>The global awareness of the impact of this eruption has brought many visitors to the island, which residents have made a living from.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate and describe features studied e.g. earthquake zones.</li> </ul>	<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate and describe features studied e.g. volcanic areas.</li> </ul>	<b>Collecting, Analysing and Interpreting</b> <ul style="list-style-type: none"> <li>Use and interpret graphs to record features such as volcanoes or earthquakes.</li> </ul>	<b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Know how to identify human and physical characteristics and land use patterns.</li> <li>Appreciate why people would choose to live where they do, despite a place having physical features that can make living there challenging.</li> </ul>	<b>Evaluating and Debating</b> <ul style="list-style-type: none"> <li>Recognise how living things, including humans, adapt in order to live near to active volcanoes or within earthquake zones.</li> </ul> <b>Enquiry</b> <ul style="list-style-type: none"> <li>Initiate geographical enquiry questions and offer explanations for observations or judgements about places.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Earth, layers, crust, mantle, core, centre surface, rock, metal, upper layer, tectonic plates, earthquakes, shock-wave, energy.	Earth, layers, crust, mantle, core, centre magma, hot ashes, gas, lava, tectonic plates, earthquakes, composite volcanoes, shield volcanoes, eruptions.	Active, inactive, volcanic, volcano, Europe, map, latitude, longitude, North, South, East, West, Iceland, area, location.	Active, volcano, Iceland, location, position, Earth, ocean floor, Mid-Atlantic Ridge, tectonic plates, landscape, physical and human features, economy, geothermal heat.	Active, inactive, volcano, Iceland, eruption, Heimaey, evacuation, landscape, physical and human features, economy, tourism, harbour, fishing industry, global awareness, impact.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>Y4 Mountains:</b> a mountain is an area of land that is higher and steeper than a hill and usually over 600m in height. Climate and biomes change with height.	<b>Y4 Mountains:</b> Mountains are created by tectonic plates pushing together and forcing the ground up where they meet.	<b>Y4 What is the Geography of the World:</b> learn about lines of latitude and longitude and know how to use them to identify and locate exact locations and features. <b>Y4 Mountains:</b> identify mountains and mountain ranges around the world to understand that mountains are often found in groups.	<b>Y4 Mountains:</b> Climate and biomes change with height which impacts the plants and animal species that can survive within particular areas of the mountain range. Studied the physical and human features of the Rocky Mountain region in North America.	<b>Y4 Mountains:</b> Through their study of the Rocky Mountain region in North America, know some of the natural resources that the Rocky mountain provides and the impact that humans have had.

Year 6 – Geography Summer 2: Curriculum Overview				
Key Topic Question: How are the Earth’s natural resources distributed?				
National Curriculum Topic of Study:				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>What is a natural resource and what are they used for?</i>	<i>How are the Earth’s natural resources distributed?</i>	<i>How do resources travel around the world?</i>	<i>What is renewable and non-renewable energy?</i>	<i>How does resource exploitation create problems for the environment?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> <li>A natural resource is something that is found in nature and can be used by people. Earth’s natural resources include light, air, water, plants, animals, soil, stone, minerals, and fossil fuels.</li> <li>Air, water and sun are all essential for life; crops grown on fields provide both people and animals with food; wood from trees is used for building and sometimes heating; coal, gas and oil are all fossil fuels and are used to fuel machines and provide energy for heating; Minerals are raw materials that are used for making new materials.</li> </ul>	<ul style="list-style-type: none"> <li>Every place on Earth has its own unique group of natural resources. Some countries have lots of oil or diamonds.</li> <li>Natural resources are distributed on the Earth unevenly, which means that there are different amounts of them in different places.</li> </ul>	<ul style="list-style-type: none"> <li>Trade is an agreement between two countries to buy and sell goods.</li> <li>The economy is crucial to a country and the people that live in it. It is how much money a country generates by making and selling goods and services.</li> <li>Fair trade is an arrangement to help producers in developing countries achieve a ‘fair’ price for the items that they source, to help them to improve their social and environmental situations.</li> </ul>	<ul style="list-style-type: none"> <li>Natural resources that are limited and will run out eventually are known as non-renewable.</li> <li>The production of non-renewable energy sources made by burning fossil fuels can have a negative impact on people and the environment.</li> <li>Other natural resources can be replaced and these are known as renewable.</li> <li>Renewable energy sources include: solar energy, wind power, hydropower, tidal power.</li> </ul>	<ul style="list-style-type: none"> <li>Farming is the number one way in which we get natural resources, then through logging; logging involves cutting trees for sale as timber or pulp and finally through mining. Since civilisation began people have used mining techniques to access minerals in the surface of the Earth.</li> <li>Extraction of these resources can have a negative impact on the environment through pollution, deforestation, climate change and soul degradation.</li> </ul>
Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge	Disciplinary Skills/Knowledge
<b>Collecting, Analysing and Interpreting</b> <ul style="list-style-type: none"> <li>Use and interpret a range of graphs and charts to record features such as natural resources and their uses.</li> </ul>	<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate which continent that natural resources can be found on-oil, coal, copper, wood products, diamonds, textiles etc.</li> </ul>	<b>Interpreting Sources</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and computer mapping apps to locate trade links around the world including where the UK exports to.</li> </ul>	<b>Analysing and Communicating</b> <ul style="list-style-type: none"> <li>Know how to identify human and physical characteristics and consider the impact of human-environment interaction.</li> <li>Understand what is meant by being environmentally friendly.</li> </ul>	<b>Evaluating and Debating</b> <ul style="list-style-type: none"> <li>Reflect on key changes that have occurred in the use and extraction of natural resources.</li> <li>Understand the issues associated with human use of natural resources.</li> </ul>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Natural, resource, fossil fuels, minerals, fuel, energy, raw materials, food, crops.	Earth, natural resources, distribution, countries, continents, greed, supply, demand, exploitation.	Trade, resources, shortages, natural resources, sources, trade links, export, import, goods, global supply chain, supply, demand, economy.	Energy, heating, renewable, non-renewable, production, sources, fossil fuels, solar energy, wind power, hydropower, tidal power.	Extraction, consumption, removal, natural, resources, energy, deforestation, pollution, society, economy, greenhouse gases, production, agriculture, impact.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<b>KS2 Science:</b> rocks, life processes, Earth science. <b>Y4 What is special about the Rocky Mountain region?</b> Natural resources within the Rockies- The Rockies are rich in minerals. Mines provide copper, gold, silver, lead, and zinc. There are also supplies of oil, natural gas, and coal. <b>Y6 Iceland’s volcanoes</b> geothermal heat supplied by active volcanoes.	<b>Y2 Where in the world do I live?</b> There are seven continents in the world. <b>Y4 What is special about the Rocky Mountain region?</b> Natural resources within the Rockies- The Rockies are rich in minerals. <b>Y5 What do maps tell us about our world?</b> Three main climate zones-tropical, polar and temperate.	<b>KS2 Mapping</b> how to locate continents, countries and cities using a range of different maps, atlases and the globe.	<b>Y3 Why are rivers important?</b> Rivers are important for habitats for wildlife; freshwater for settlements, agriculture, and other industries; resources for leisure and tourism; energy for hydro-electric power. <b>Y6 Iceland’s volcanoes</b> geothermal energy and hydrothermal energy supplied by active volcanoes.	<b>Y3 How does the North East region of the UK compare to Greater London?</b> Over half the land in the UK is used for farming. Over 250 years ago the land in the UK became more urbanised. Over the past 100 years the population of the UK has increased by over half-more people means more housing and facilities. <b>Y4 Rainforests</b> impact of deforestation.

